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ABSTRACT

A central goal of this project was involvement of staff in school decision-making through management by objectives (MBO). The program was implemented simultaneously in three schools in the District of Columbia--Francis, Hart, and Gordon Junior High Schools. Methods included workshops and training sessions in MBO and problem-solving to help schools develop school-wide plans for 1977-78. The project lasted three years and suffered from some discontinuity due to turnover of project staff. By the close of the project, the staff of Francis Junior High School had developed a school-wide plan including school philosophy, goals, objectives, and strategies. Hart Junior High School's plan was partially complete. Gordon Junior High School, because of lack of staff interest and commitment by the principal, dropped out of the project. A survey of the committees implementing the projects at Hart and Francis revealed some confusion about whether goals had been reached. A survey of school staff showed enthusiastic response to the project from the staff at Francis but less enthusiasm from Hart. Project staff concluded that attitudes of the principal were crucial to success of such a project. (Author/JM)

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ASSOCIATES FOR RENEWAL IN EDUCATION

FINAL REPORT

on the

PROJECT OF BUILDING A NETWORK OF MUTUAL SELF HELP AND SUPPORT IN THREE JUNIOR HIGH SCHOOLS IN THE DISTRICT OF COLUMBIA

Applying a Management by Objectives Process to Local Schools

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August 1977

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INTRODUCTION

The Project of Building a Network of Mutual Self Help and Support in Three Junior High Schools in the District of Columbia proposed to apply a Management by Objectives process to three junior high schools in order to build their problem solving capacities. While a great deal has been written on Management by Objectives as a problem solving process in the business world, little practical information was available on its application to local school settings at the onset of the project. Over the three year existence of the project, more and more material has appeared on MBO and its usefulness to educational administrators.[1] This increase in literature on MBO is related in part to the renewed interest in "accountability," "performance expectations and objectives," "measureable criteria for evaluation" and in general to a desire to improve planning at the system level, the local school level and the classroom level.

When the Three Junior High School project began in 1974, the process or system of MBO that would be applied at the three participating schools was

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1. Some of the more recent literature includes:

Dunn, Pierre. Management by Objectives. Burlingame, CA: Association of California School Administrators (ERIC Clearinghouse on Educational Management, School Management Digest, Series 1, No. 6), 1977.

Management by Objectives Workbook and Training Manual. Austin, Texas: Educational Systems Associates, Inc., 1975.

Manisey, George L. Management by Objectives and Results in the Public Sector. Reading, Mass: Addison-Wesley Pub. Co., 1976.

Spillane, Robert. 'Management by Objectives (or) I'll try to Find Time to Observe More Teachers Next Year." Phi Delta Kappan (April 1977, pp 624-626.

not specifically defined. Instead, there were some theoretical concepts of which the project managers were proponents. They believed that certain prerequisites were necessary to the establishment of an MBO system at the local school level, that these prerequisites included (1) a balanced leadership style on the part of the principal, neither to authoritarian nor too laissez-faire; (2) a willingness on the part of the principal to share his management responsibilities with others: teachers, parents, students; (3) a principal receptive to new ideas, new approaches and new theories of leadership and management. Initially, the focal point for the project, obviously, was the principal. The idea was that from the principal, the project then would move outward to include the school's administrative team, staff, parents and students. With the inclusion of all of these groups then mutual goal setting for the school could take place.

Most of the workshops and activities carried out during Phase I of the project were directed towards attaining the prerequisites outlined above. A major change in the direction of the project took place at the beginning of Phase II for several reasons:

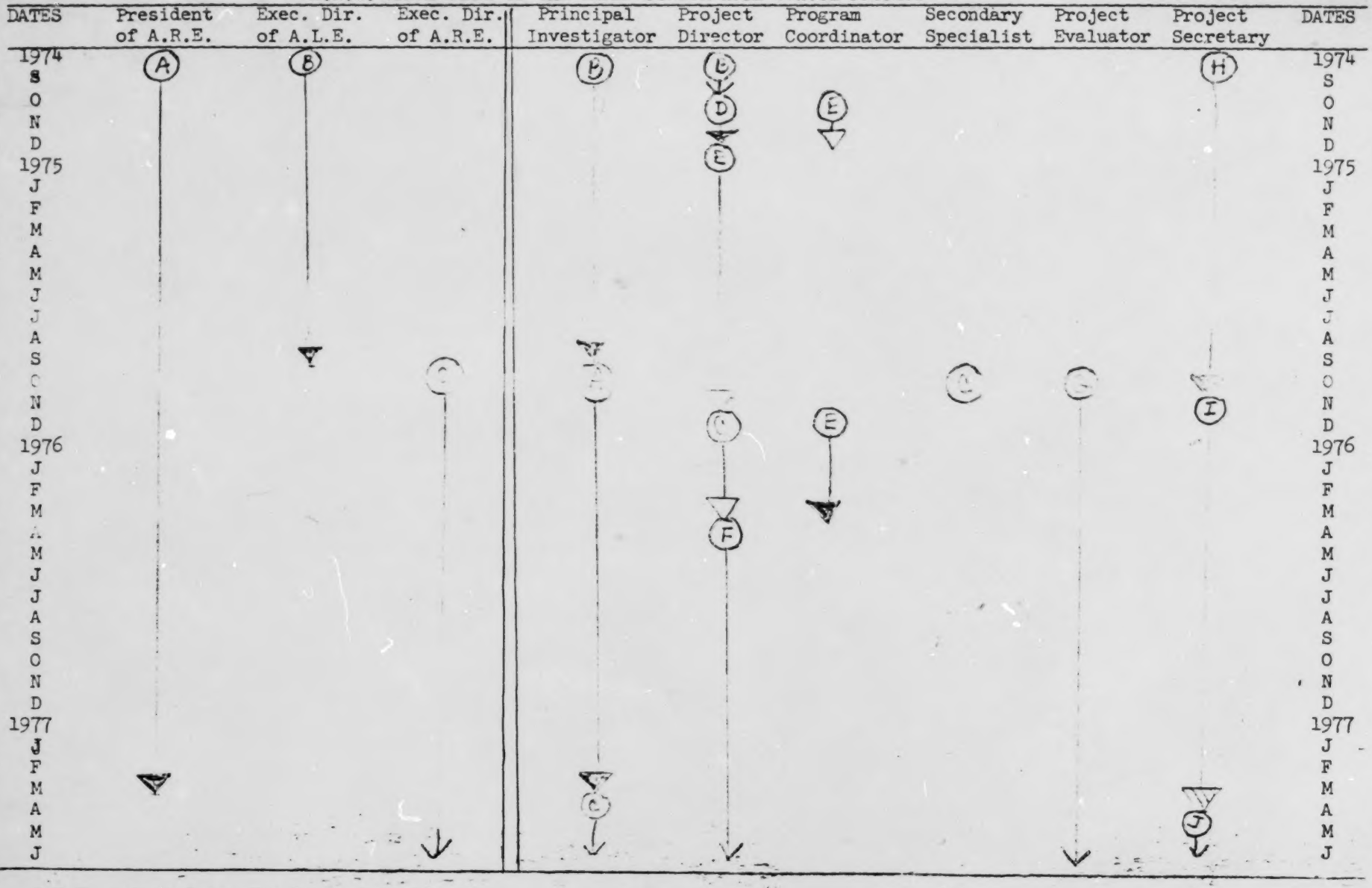
(1) the transition from establishing prerequisites to mutual goal setting to solve actual local school problems was not occuring;

(2) the conceptional framework for the project was not yet providing a specific MBO process that the local schools could adopt to solve problems; and

(3) the management of the project was in upheaval during the last part of Phase I.

The transition from Phase I to Phase II actually coincided with the arrival of a new project director. However, even before that project management was beset by resignations and organizational changes. The chart on the next page attempts to show the turnovers along with the organizational changes:

A.R.E. MANAGEMENT OF THE [illegible] HIGH SCHOOL PROJECT



A.R.E. = Associates For Renewal in Education

A.L.E. = Advisory & Learning Exchange

KEY

(A) = different individuals

▼ = resigned

▽ = changed roles

↓ = in position

In October 1975, a new position, Executive Director of A.R.E. was created; this position centralized overseeing administration of all A.R.E. projects, [illegible] A. [illegible] Sc[illegible] Pr[illegible]t. [illegible] ter[illegible]ted

new titles and new roles. A total of nine persons have worked on the project staff directly; originally, the project proposal listed three personnel slots: project director, program coordinator and project secretary. In the meantime, continuity was lost in the larger umbrella organization due to resignations and reorganization. It should also be noted that several individuals switched roles during the project's duration.

Due to the number of resignations, reassignments and role changes during Phase I, it was not always clear who the chief project manager was. With no obvious line of responsibilities, project planning was disjointed. Not until the beginning of Phase II was the responsibility for project management turned over to one individual who used the authority to create a plan for project completion which had specific direction and end products. The involvement of personnel from the "umbrella" organization was reduced, and the support staff, an evaluator and a secretary, provided assistance only at the request of the project director. It has become clear that the characteristics of the role of project director which are crucial to project success are (1) a clear line of responsibility so the director can truly manage the planning implementation and evaluation of the project; (2) stability so that the management has continuity; and (3) criteria which are set early in the project against which the project director's performance can be measured.

Throughout this report reference will be made to Phase I, II or III. The reader should have a clear idea of the time lapses involved. The project which covered three years, 1974-77, had three phases. The second phase was shortened because of a lengthening of Phase I to include an Interim Period. The dates of the three phases, in general, are:

Phase I - (plus Interim) - June 1974 to February 1976

Phase II - March 1976 to January 1977

Phase III - January 1977 to June 1977

The project director who came "on board" in March 1976 worked through Phases II and III. This is her report, and its emphasis is on the March 1976 - June 1977 period. Although Phase I represents a larger protion of the research time devoted to the project, it will not be discussed in any detail in this report. Rather, the affects of Phase I on the direction of Phases II and III will be documented.

Before beginning an account of project developments in Phase II, there are some generalizations that the project director can make about the effects of Phase I on her management of Phases II and III. The reader should keep these generalizations in mind, while reading the report in its entirety. They might provide a framework for understanding the project as a whole.

- The theoretical construct of the project remained in tact throughout Phases I, II and III. The original concepts from the earliest days of the project held true until the end. While the principal at each school always was viewed as the key leader/manager in the building, the project supported mutual goal setting for the school by gradually including other staff, parents and students.

- There was positive and negative carry over from Phase I. On the positive side, entry into all three schools had been accomplished. In terms of applying the concepts included in Phase I and meeting the prerequisites for mutual goal setting, at one school there was some progress; at another, there was little; and at the third, there was confusion. The new project director discovered that it was easier to build a project program at a school where little had happened, than to direct progress at a school where some progress had been made. There was a history to deal with in the latter case. Change became more difficult than beginning anew.

- The expectations of the project director during Phase II and III differed from those of the project director in Phase I; therefore, the criteria used for measuring project success changed. The new criteria set by the Phase II project director included concrete practical products that each school would be expected to demonstrate in order to determine whether an MBO process was developing and/or growing in each school.

- The principals at all three schools had to make adjustments to the management style of the new project director and to change some of their own expectations. This resulted, finally, in the growth of the project at two schools, and its ending at the third school.

In the next section of this report the reader will learn how the project developed in Phases II and III. Each of the three schools will be discussed in terms of "where they were" at the conclusion of Phase I. The changes in project focus for Phase II will be detailed and the goals for where each of the schools "ought to be" by the end of Phase II included. There are sections on the creation of school-wide plans, the structuring and training of school staff for mutual goal setting, and descriptions of spin-off activities in two of the schools.

MANAGEMENT BY OBJECTIVES AT FRANCIS, HART, AND GORDON JUNIOR HIGH SCHOOLS DURING PHASE II AND III

Phase II and Phase III of the Project on Building A Network of Mutual Self Help and Support in Three Junior High Schools in the District of Columbia, to many observers, looked different from Phase I. This was partially because of a natural evolution over time from theoretical exploration to practical application, but largely was due to the impact of a new project director and a decision to thoroughly evaluate where the project was after eighteen months of existence in order to better determine where it might go in its last eighteen months.

In May 1976, surveys of staff at the three participating junior high schools were conducted. The purposes of the surveys were to determine the visibility of the project, whether staff at any of the schools associated the project with the Management by Objectives problem/solving process and to obtain general faculty opinion on the success of project activities in dealing with building problems. Comments were also solicited on the direction of the project for the 1976-77 school year. (Summaries of each school survey may be found in Appendix A).

The response to the surveys indicated that the project had met with varied success at the three schools. In general, these statements could be made:

- By June 1976, the staff at Francis Junior High School was keenly aware that the MBO project was in operation at their school. The staff readily identified that project with a Management by Objectives process of problem/solving, and had a positive opinion regarding project intervention.

- By June 1976, staff at Hart Junior High School viewed the project as providing support for the reading program at the school. There was no identification of the project with Management by Objectives and some confusion about areas of project intervention.
- By June 1976, staff at Gordon Junior High School was aware of an MBO Project operating in the building but could not define the project intervention beyond a few specific on-going activities, such as the mini grants.
- At no school was the project focal point one of process. There was no identifiable MBO process in operation at any of the three schools.

Early in Phase II, through her conversations with the principals and other staff members at the three schools, the project director attempted to determine the level of commitment to the project on the part of the principals. This seemed important because, since its inception, the project had termed the principal "key" to successful intervention at the building level. It would also determine, to a degree, how staff viewed the project. These conclusions were drawn:

- At Francis, the principal enthusiastically endorsed the project, viewed it as an exceptional resource for his building. The principal used MBO jargon in his communication with staff, both at faculty meetings and through the daily bulletins. His commitment had filtered down to his administrative team and a majority of the staff.
- At Hart, the principal continued to have a "wait and see" attitude toward the project. He seemed leery of the project and uncertain as to what "it really was about;" and therefore only used it to obtain workshops and materials to deal with concrete problems, such as teaching reading in all the content areas. Because of his hesitation, there was little staff understanding about the project's purpose.
- At Gordon, although the principal appeared to be committed to the project, his relations with his staff were so poor that the two could not work together. In the survey, of the school, a large number of staff identified administration-related problems as the biggest problem in the building.

By June 1976, as a result of the surveys and meetings with the principals and some staff, the project director determined that the project, at all three schools, needed:

1. an active leadership role on the part of the project director;
2. a clear focal point at each school for project activities;
3. a well-defined MBO process for problem/solving; and
4. a structure in each school, including administrators and teachers, for cooperative planning.

First, at the end of Phase I, problems in project management and project integration existed. Training both in any content areas and in MBO or other problem/solving processes was provided by outside consultants. Although the project director met regularly with the principals at all three schools during Phase I, there were no overall process-related purposes for the meetings. The new project director decided to formulate clear goals for the entire project, which could be used in planning any meetings; and at the same time determined that she would provide the technical support to school staff in planning rather than rely on outside consultants. Mid-way into Phase II, the new project director formulated these project goals:

- to create school-wide plans for all three schools, including school philosophy, goals and objectives;
- to gain administration and faculty commitment to the implementation of the plans;
- to train staff at all three schools in the planning, implementation and evaluation skills of the Management by Objectives problem/solving process.

Second, no clear focal point existed at any of the schools which could integrate existing and new project activities and also internalize a working management process such as MBO. At Hart and at Gordon during Phase I, school-wide plans were never formed. However, during the summer of 1975, some staff from Francis participated in an MBO workshop which included setting goals, writing terminal and enabling objectives and developing strategies for solving the school's problems. The results of that summer workshop were

used by the principal during the 1975-76 school year in his planning. For example, on three staff development days, the project supplied consultants for workshops on topics generally related to the goals and objectives from the 1975 summer workshops.

One terminal objective written in that summer MBO session stated that "building climate and student-teacher relations will be improved." Two workshops at Francis in the spring of 1976 were concerned with student "discipline" and had as their theme "A School Without Failure" using William Glasser's book of that name for the text. At the first workshop, the consultant presented some theoretical explanations for classroom discipline problems and then described two categories of methods for dealing with student discipline problems, either on a school-wide or classroom basis: (1) problem/solving and (2) behavior modification. At the second workshop, the staff using the problem/solving method, worked on solutions for discipline problems in the halls.

At Hart and Gordon, project activities, while addressing real problems at the schools, were isolated and not systematically identified as part of any school-wide goals. At Hart, there was a Major Art Project, an Everyone Read Program, and workshops on teaching reading and testing. At Gordon, three mini grants existed: (1) Metrication, (2) a Drop Our Prevention Program, and (3) Discover D.C., along with a Problem/Solving Exchange to which teachers could bring individual problems.

The new project director had determined it best not to start any new activities at any of the schools during Phase II which were not process connected, and to restructure existing activities so that they could be more process oriented. There would be no more activities designed to gain commitment or to provide support (such as the mini grants); instead all activities would be related to

the school-wide goals and objectives developed by the staff through the MBO process. The school-wide plans would become the format for integrating project activities.

Third, the Management by Objectives process for problem/solving was not clearly defined. There was no process in use at Hart or Gordon. The process used during the Francis summer workshops was not spelled out. How staff was, for example, to differentiate between goals, terminal or enabling objectives and strategies is not clear from the workshop materials. Moreover, no specific planning process was applied by Francis staff in implementing the school goals and objectives during 1975-76. The new project director decided to outline in detail the MBO process that would be used in the schools. An outline of that process can be found in the Addendum. That process was used by the project director during Phase II and Phase III to help staff at the three schools create school-wide plans, implement those plans and evaluate the results. Later, that process was also followed by the project director in helping staff improve planning at two additional linking junior high schools.

Fourth, although MBO Committees which grew out of summer workshops at Francis and Gordon in 1975 met with enthusiasm in the fall, by Christmas they no longer existed. No summer workshop was held for Hart staff during the summer of 1975. Seemingly, a fledgling structure at two schools was allowed to disappear. At the end of Phase I, an attempt was made by the project director to improve communication and follow-up to the schools by creating the role of the school "site coordinators." The two site coordinators from each school attended regular bi-monthly meetings with the project director. This role gave the project a convenient liason to the schools, but did not provide any additional structure for purposeful training in MBO processes which could influence overall planning in the building. (See Appendix B for job description

of site coordinator). The site coordinators were chosen by the Project Director and held no mandate from the faculty.

It was apparent by the end of the 1975-76 school year that a structure for school-wide planning needed to be established at all three schools which included representation from both the administration and the faculty. These "managers" could then be trained in the language and skills of the MBO process. The project director intended to revitalize the MBO Committees at Francis and Gordon and to work with the principal at Hart toward creating a planning body there which included teachers. One of the important considerations at this point, was to view teachers in schools in their managerial roles outside the classroom. Whether as department chairpersons or as committee members, the administrative responsibilities of some teachers were significant to running the building and important in terms of overall school planning. Teachers and administrators had to be "plugged into" the MBO process for effective school-wide planning.

It should be noted at this point that Hart and Francis Junior High Schools were able to fulfill the criteria for continuation, as outlined in the three project goals formulated by the project director during Phase II. (See page 9). Gordon Junior High School did not. As a result, Gordon did not participate in Phase III of the project.

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The next section of the report will discuss in detail the five subjects listed below:

1. The 1976-77 school-wide plans for Francis, Hart and Gordon Junior High Schools: how they were created, and how staff commitment was gained or not gained.

2. Training of staff at Francis and Hart in the MBO process: how it was structured and conducted.

3. Implementation of the 1976-77 plans at Francis and Hart.

4. Evaluation and the 1977-78 school-wide plans for Francis and Hart.

5. Spin-off activities at Francis and Hart.

1. The 1976-77 School-Wide Plans

Francis Junior High School. As indicated earlier in this report, during the summer of 1975, twenty-seven teachers and administrators* from Francis Junior High School participated in a workshop at which "group problem/solving" skills were used to identify specific building problems and then goals, objectives and strategies for the 1975-76 school year were written. The participating teachers, administrators, and counselors worked in four groups, with each group writing a (1) goal/terminal objective, (2) enabling objective, and (3) strategies. (See Appendix C for results of that summer workshop). When the participants presented these plans to the whole staff in the fall, there was general acceptance of the plan. The principal oversaw the implementation of the strategies during the school year. Also, as a result, of the summer workshop, Security and Curriculum Committees were established; however, the committees met infrequently and their purposes were not clear. In the spring, staff development workshops, sponsored by the project, were conducted on "Teaching Reading in the Content Area" and on "Discipline," to support the goals and objectives in a general way. These sessions were planned by the principal and the project director.

In April 1976, the principal used a half-day staff development session for what he called an "MBO Workshop." He requested that the entire staff review the 1975 summer goals and objectives and make additions, corrections and/or deletions. The staff worked in five groups with three groups reporting their conclusions in writing. (See Appendix C for their report). Then, during June, the new project director and the Administrative Team* reviewed the 1975

* Total staff at Francis was 42.

* Principal and two assistant principals

summer plans and the April Report in an attempt to integrate the separate pieces into one document, which then was called the school-wide plan for 1976-77. This plan included the Francis school philosophy, goals and objectives. There were also a set of strategies for each objective. (See Appendix C for the 1976-77 Francis school-wide plan).

To insure staff agreement with and commitment to the plan when school opened in the Fall, the principal asked the faculty to respond to a check sheet, which listed the school plan components, by indicating agreement and commitment to the strategies for implementation. In addition, staff members were asked to join MBO Committees established for implementing each of the three school-wide goals. The results showed a much higher level of agreement with the implementation strategies than of commitment. (See Appendix C for tabulated check sheet results). Because staff members were asked to sign the check sheet, some staff said that they did not check the "commitment" column because they did not want to be held accountable for the accomplishment of the strategies. Response to the Committees, however, was enthusiastic. Twenty-eight out of thirty-seven staff signed up to serve on MBO Committees. These conflicting results can best be explained by discounting the reliability of the check sheet. Upon questioning individual staff, the project director learned that a great deal of confusion existed over the purpose of the check list - and more importantly, over the difference between the words "agreement" and "commitment."

By mid-September 1976, a Francis school-wide plan existed; and three MBO Committees, one for each of the three school-wide goals, were meeting. The initial tasks set for the three committees were:

1. to rewrite school-plan objectives in behavioral terms (who, what, when, and how much);

2. to review the areas of least staff commitment and determine causes so that the strategy could be modified; and

3. to develop a means for plan evaluation.

Hart Junior High School. As stated earlier in this report, most staff at Hart Junior High School thought the project was "about reading." And, in fact, during the 1975-76 school year, project activities consisted of initiating and giving material support to the Everyone Read Program (See Appendix D for description of Everyone Read), and a series of workshops on Teaching Reading in the Content Area.

At the end of the 1975-76 school year, three months into Phase II, the project director met with the principal and proposed that the project and its goals be reviewed and that, while it might be good to build on the reading focus of previous project activities at the school, the MBO planning process had to take root so that when the project ended, something would be left that could continue. The project director proposed that the principal and members of his staff take the problem of poor student reading skills and attack it systematically using a specific planning process. The principal's response was enthusiastic; he added that he would include in any school planning body, not only key staff members, but also members of the school's local board. The principal asked the project director to write a brief proposal concerning the new project focus that he could present to the local board. (See Appendix D).

During August 1976, the principal formed what became known as the Hart Advisory Task Force.* It included: the principal, the department chairpersons,

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* The Task Force composition is the same as that which was proposed for the Resource Utilization Model in the Phase II proposal. It was determined that staff energies would be better spent on the development of the Task Force. Thus The Resource Utilization Model was dropped from the proposed tasks for Phase II.

the School Chapter Advisory Council* and the local board members. All of the members were elected to their positions, except the principal. The Task Force met during August and wrote a school-wide plan for the 1976-77 school year, including a philosophy, goals, and objectives. The project director did not participate in these sessions. After the plan was drafted, the Task Force sent it to all staff members requesting their comments, acceptance or rejection. (See Appendix D for the plan, a cover letter from the principal and the acceptance/rejection sheet sent to staff).

The response from the staff, received before school opened in September, was favorable. The plan was accepted and implementation began in September under the leadership of the Hart Advisory Task Force.

Gordon Junior High School. As a result of the survey of Gordon staff in May 1976, the project director approached the principal and some staff about tackling the problem of poor intra-staff communication directly using the MBO process. When queried about the biggest school-wide problems at Gordon during the 1975-76 school year, most staff pointed to the administration's inadequate leadership in the building, the lack of open communication between the administration and the staff and the lack of trust on the part of staff toward the administration.** In order to better define the problem and to then set some goals, the project director met with the principal, assistant principal and site coordinators in June in a series of three sessions aimed at producing a school plan for the 1976-77 school year which would focus on the general problem of poor staff communication. The results of those meetings show how wide-spread and serious the concerns at Gordon were. The problem not only included what this small group of two teachers

* Elected union representatives

** The principal and one assistant principal

and two administrators term "rumor mongering" and "gossiping," but also "unclear job descriptions & responsibilities" and "lack of respect shown staff in verbal communication." Once the problem's scope was made clearer, the group set seven goals for the coming school year. Next objectives were written and some strategies suggested for implementation.

In the Fall during the opening staff development sessions, the principal presented the plan to the staff and asked for written comments. Additionally, on the response sheet, staff were requested to sign up for one of three MBO committees related to the school plan goals. (See Appendix E for the Gordon plan and the response sheet). Seven Gordon staff wrote comments regarding the plan, and only six of those seven signed up for committees.* The new MBO Committee members were invited to meet with the principal and the project director to plan implementation of the plan. (A copy of the memorandum announcing that meeting is in Appendix E). Only three teachers attended the meeting with the project director; the principal did not attend.

As a result of the poor response and the expressed doubts of the three teachers about the feasibility of implementing the school plan at all, the project director undertook a complete review of the project intervention at Gordon. First the project director attempted to measure the success with which the principal met the prerequisites set for atleast a promising project intervention. It appeared that the principal's leadership style was in fact too laissez-faire for the project to make sufficient progress given its short duration. Although teachers were asked to participate in MBO Committees and to provide input into planning, the principal did not actively participate in the committee's formation nor did he give leadership or follow

* Total staff at Gordon at that time totaled 40.

through to staff initiatives to improve communication. He did appear to be open to new ideas.

Next the project director reviewed the progress the school was making toward reaching the project goals for Phase II. While a school-wide plan had been created, administration and faculty commitment to the plan's implementation did not exist. The possibility of training a core of staff to implement and evaluate the plan, as a result, did not exist either. There was no doubt that the communication problem among staff at the school was real. However, the "fight posture" on the part of the faculty and the "laissez-faire" attitude of the principal combined to make a situation in which successful project intervention seemed hopless. And there were only eight months remaining in the school year and the project. As a result, the project director decided that Gordon would not be included in Phase III. A copy of the letter sent to the principal is in Appendix E.

2. Training Staff.

Once the Management by Objectives process was more precisely defined for use by staff at the participating schools, the project director began training the principal and other staff at Francis and Hart Junior High Schools in its language and skills. Two procedures were followed at both schools. First, the principals learned the language and practiced the skills. The project director believed that before any other staff worked with the process, the principal had to be comfortable with and knowledgable of the Management by Objectives process that would be used by his staff to implement and evaluate the 1976-77 school-wide plans and to create the new plans for 1977-78. Second, the MBO process would be used to train the MBO Committee members at Francis and the Task Force at Hart. The process would also be used by as many other

staff as possible: the administrative team members, other committees or individual staff members, depending upon interest, opportunity and time. If the school staff could be immersed in the process, the project director figured that communication among them on educational matters could be facilitated, responsibilities shared and time saved. One of the key ideas was that management of the school should be shared. Teachers already held administrative and managerial duties outside their classrooms, and they needed additional skills to carry out those tasks more efficiently. The principal and the other school managers needed, however, to speak the same language.

In addition to holding somewhat formal training sessions on the MBO process with various staff, the project director attempted to teach by modeling the process wherever possible, by using the language whenever possible and by limiting project intervention to only process-related concerns. In terms of modeling the process, for example, the project director prepared all training sessions so that they had a clearly stated goal and set of objectives; in addition, the project director drew a network showing the relationships between the objectives, thereby producing what Dr. J. Marvin Cook and Dr. Henry Walbesser have termed a "learning Hierarchy."* This is significant because of its relationships to the D.C. School System Competency Based Curriculum Plan, which is described in more detail in the section on External Impact in this report. All sessions and meetings had agendas and were carefully planned to last only for the alloted time. The focus of the training was always on a real school problem that the individual or group was concentrating upon.

The first formal training session for the two principals took place on November 6, 1976. At the initial session the principals accomplished the follwing

* Cook, J. Marvin and Walbesser, Henry. How to Meet to Meet Accountability. Columbia, Md.; Globe Publishers, Inc., 1973.

objectives:

1. listed the major components of an MBO Cycle (planning, implementation, and evaluation)
2. in regard to the planning component, differentiated between philosophy, goals and objectives
3. identified the four components of a management objective
4. carried out a force field analysis of a goal
5. developed a flow chart* for the accomplishment of a management objective

There were four individual follow-up training sessions at which each principal applied the process to his own goals for the school year. A similar procedure was used in training sessions with the MBO Committees, the administrative team and staff at Francis and with the Hart Advisory Task Force.

Here it should be noted that some training materials used, including many of the handouts and exercise sheets, were taken from a book, not yet published, by Dr. J. Marvin Cook entitled Developing Long Range Plans. Additional training materials were developed by the project director and two other consultants. Several of the books listed on the book list in Appendix O were also useful.

Francis Junior High School. At the request of the principal, the project director used the same objectives from the November 6 session to teach the Francis administrative team members the MBO process definitions and skills. At these sessions in November, the team developed a set of administrative team goals and objectives. (See Appendix F). In January, the team designed an action plan for the accomplishment of one of their objectives. (See Appendix F).

By October 1976, the three MBO Committees at Francis had met, elected chairpersons and begun work on initial tasks. The project director planned to meet with each committee to provide training in MBO language and skills. The

* Action Plan

first committee meeting the project director attended was with the MBO Committee on Goal #1 "to create a positive atmosphere for learning in the building." At that session the group chose to work on the sub-goal of getting students to come prepared to class, with paper, pencil and textbook. Under the guidance of the project director, a force field analysis was done, action alternatives developed and an action plan completed. (A copy of a report on the meeting and the action plan is in Appendix F).

Following that session at a meeting with the principal, the SCAC* requested that the project director lead a staff development workshop with the entire staff on force field analysis and action plan design. The planning for that staff development day session was shared by the principal, assistant principal, project director. (See Appendix F for agenda). To open this session on December 6, the principal reviewed the events leading to the development of the Francis school plan for 1976-77 and the establishment of the MBO Committees. He then attempted to clarify for the staff as a whole, the terms philosophy, goals and objectives. Next, each of the MBO Committee chairpersons reported to staff on their activities of the last month. When the chairperson for the MBO Committee on Goal #3 "to foster faculty unity" reported, she stated that her committee felt that faculty dis-unity was not a problem at Francis and therefore the committee should be disbanded. The faculty agreed and members of MBO Committee for Goal #3 were reassigned to either Goal #1 or Goal #2.

At that same staff development session, the project director led the staff through a force field analysis of the school's goal to improve student behavior in the halls. (A copy of that force field analysis is in Appendix F). The results of the session were given to the MBO Committee for Goal #1 to complete and implement.

* School Chapter Advisory Council - elected union representatives.

The project director met once with the MBO Committee on Goal #2 "to increase parent-teacher-student communication" when a survey was developed to use at a parent-teacher meeting. And she met again with the MBO Committee on Goal #1 to help plan a staff development workshop related to individualizing instruction. At that session, the committee chairperson led the group through a force field analysis of their goal, and developed a plan of action for the workshop. This was the first staff development session at Francis, completely planned, implemented and evaluated by teachers.

One other means of providing training in the language and skills of MBO was utilized at Francis. In the spring of 1977, a course was offered - MBO for the Classroom Teacher - for two graduate credits. The principal, one assistant principal and ten teachers (including the two MBO Committee chairpersons) took the course. The course had as a major goal showing the similarities and differences between MBO as a management system of planning and CBC as an instructional system of planning. Again, language and skills of both systems were emphasized. The course syllabus is included in Appendix G of this report.

Hart Junior High School. Training in the Management by Objectives process at Hart was confined to the principal and the Advisory Task Force. This was both because of the size of the faculty* and due to the leadership style of the principal. As mentioned earlier in this report, the principal participated in a joint training session with the principal at Francis in early November 1976. On November 10, the Task Force met in the evening and the principal and the project director proposed to the Task Force that they participate in a series of training sessions on Management by Objectives. The purpose of the sessions would be to develop a common planning language among Task Force members and to improve their planning, implementation and evaluation skills.

* At that time staff at Hart totaled 80.

The Task Force members committed themselves to three training sessions after school, 3:15-4:15 p.m., to be held over the next three months. (The agendas for the sessions are in Appendix H).

At the December session the Task Froce learned some of the language used in planning an educational program and criticized the 1976-77 school plan, given the new definitions of philosophy, goals and objectives. At the January session the project director led the Task Force through a force field analysis of the major school goal for that year - "raising the reading scores one grade level for 80% of the students" and helped them develop action alternatives to combat existing negative forces. At the February session the Task Force did a force field analysis of its goal "to create a school-wide plan for 1977-78" and designed an action plan for input in the planning from the whole staff; department chairperson would take the drafted philosophy back to the members of their various departments and request comments and criticism. The Task Force would respond to that input before embarking on the creation of school-wide goals. The same procedure would be followed to gain staff input on the school goals.

The Task Force decided to involve more staff in the drafting of the school-wide target objectives for the 1977-78 school plan. Each department sent a representative to serve on the Objectives Development Team.

They met early in June and their sessions were chaired by the co-chairperson of the Task Force - the Art Department chairperson. She developed a training package including the goals and objectives for each session and led the participants through force field analysis of each of the school-wide goals before objectives were written.

Summary

The training sessions at the two schools differed in several ways:

1. The sessions at Hart with the Task Force were more structured and formal, while those at Francis were informal;

2. The Task Force at Hart committed themselves to the training sessions before they began, while the MBO Committee members submitted to training voluntarily as it happened to be provided;

3. The training at Hart used the creation of the 1977-78 school plan as its focus, the training at Francis used the implementation of the 1976-77 school plan as its focus;

4. Training at Hart reached the principal and the Advisory Task Force; training of some sort touched all staff at Francis.

3. Implementation of the 1976-77 School Plans at Francis and Hart

Francis Junior High School. The implementation of the 1976-77 Francis school plan, was shared by the principal, the administrative team, the MBO Committees and some other staff. While the MBO Committees, which included an administrator and teachers, were concerned with reaching their overall goals, they did not take full responsibility for the implementation and evaluation of all the strategies related to the various objectives supporting the goals.

A very loose structure of responsibility existed with the principal overseeing the implementation of the entire plan. Sometimes, individuals or committees worked on a specific strategy because of interest; other times the principal assigned the responsibility. Tradition also determined who monitored certain strategies.

The chart below shows the various components of the Francis school plan. It indicates the strategies, whether they were implemented and who monitored the strategy or took responsibility for seeing that it was carried out.

FRANCIS JHS. 1976-77 SCHOOL-WIDE PLAN

GOAL 1: Create an atmosphere for constructive work and quality education

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Objective A. By June, 1977, teachers will have individualized all instruction. This objective will be accomplished when we have a set of behavioral objectives, a means for evaluation of student achievement of those objectives and a list of instructional activities which will be used to teach students.

Strategies	Implemented	Monitoring Groups or Individual
• each department will list skills required for each course	yes	Assistant Principal on MBO Committee #1
• each department will develop or choose a test to determine student entry skill levels	partially*	Assistant Principal on MBO Committee #1
• each course will develop learning activities, contracts and a-v aids to teach skills required	yes	Administrative Team
• departments will explore multi-level scheduling	yes	Prinicpal
• modular approach will be examined	yes	Principal
• interdepartmental input will be obtained to plan and coordinate the instructional program	yes	Assistant Principal on MBO Committee #1

Objective B. By January, 1977, the Committee on goal #1 will have developed a process for informing students of course requirements and keeping students informed of their progress in meeting those requirements.

Strategies	Implemented	Monitoring Group or Individual
• strategies for individualizing instruction will be carried out	yes	Assistant Principal on MBO Committee #1
• students will be informed of class requirements	partially**	**
• teachers will apprise students of progress	yes	Principal

* English and Math

** Teachers required to prepare hand out on class requirements.

Strategies	Implemented	Monitoring Groups or Individual
• teachers will periodically remind students that make-up courses will not be offered	yes	Prinicpal
• students who fail will be encouraged to make up courses in summer school	no*	--------

Objective C. By January 1977, all students will be coming to class prepared with materials required by classroom teachers (paper, pencil, textbook)

Strategies	Implemented	Monitoring Groups or Individual
• school store open 8:30-9:00 a.m. contracts will be signed by all	yes	assigned teacher
• contracts will be signed by students and their parents in September stating student would come prepared	no	-------

Objective D. By January, 1977, the Committee on Goal #1 will have established a system for rewarding students for positive behavior

Strategies	Implemented	Monitoring Groups or Individual
• rewards made for: perfece attendance, positive class conduct, citizenship and scholastic achievement in end of the year assembly	yes	Assistant Principal
• rewards may be in form of canteens, movies & refreshments	no	--------

Objective E. At the end of each advisory, student tardiness to school and to class will have decreased 50%.

Strategies	Implemented	Monitoring Groups or Individual
• A.M. late students sent directly to class	yes	Attendance Officer

* Summer school not held that year

Strategies	Implemented	Monitoring Group or Individual
• teachers assume duty during class passing	yes	Administrative Team
• ninth grade hall monitor groups formed	no	--------
• lavoratories open five minutes during passing	yes	assigned teachers
• detention hall in p.m.	yes	assigned teachers

Objective F. By June, 1977, disorderly conduct in halls will be eliminated.

Strategies	Implemented	Monitoring Group or Individual
• students in halls will have passes	yes	Administrative Team
• building passes held to minimun	yes	Administrative Team
• students use sign-out sheets when leaving class	yes	Administrative Team

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GOAL 2: Improve Student-Teacher-Parent Relations

Objective A. By November 1, staff will have informed all students of their rights and responsibilities.

Strategies	Implemented	Monitoring Group or Individual
• faculty & administration will review student handbook & Bill of Rights	yes	Principal
• update student Handbook	yes	Principal
• all students oriented to rights and responsibilities	yes	Principal
• section "buddy system" established	no	-------
• ninth graders assist in orientation of seventh graders	yes	Assistant Principal

Objective B. By January 1, student participation in extra curricular activities will have increased 50%.

Strategies	Implemented	Monitoring Group or Individual
• staff will determine what activities offered	yes	MBO Committee #2
• extra curricular activities meet weekly	no	------
• progress or events presented at PTSA	yes	teacher on MBO Committee #2

Objective C. By January 1, parent participation in school programs and activities will have increased 50%.

Strategies	Implemented	Monitoring Group or Individual
• meeting sites for PTSA convenient	yes	teacher on MBO Committee #2
• parents advised of programs and activities in advance	yes	teacher on MBO Committee #2

Objective D. By January 1, the number of contacts between parents-teachers-students will have increased by 50%.

Strategies	Implemented	Monitoring Group or Individual
• parents encouraged to visit school	yes	Principal
• parents will sign report cards and return them to school	yes	Principal
• tests will be sent home for review and parent signature	yes	Assistant Principal
• weekly assignment sheets signed by parents	yes	Principal
• telephone conversation between parents and teachers encouraged	yes	Administrative Team
• parents will be provided with copies of philosophy, goals & strategies	yes	MBO Committee #2

Note: Because Objective A dealt with individualizing instructional programs, it became intertwined with the D.C. school system's mandate to produce Competency Based Curriculum. CBC has as one of its goals, working with the individual student at his or her level of competency. This would require testing for student entry skill levels and exit skill levels in each course. The first three strategies in the Francis plan are directed toward the accomplishment of that goal.

Hart Junior High School

Although the 1976-77 school-wide plan for Hart Junior High School had several objectives, the staff agreed that the most important objective was the one concerned with reading. That objective would be the primary focus for the school year. This accorded with the project director's view of a focal point. If the staff could systematically attack the reading problem, then the same process could be used to deal with the other areas of concern.

The following is a chronology of activities which took place at that junior high school during its 1976-77 school year to implement the reading objective: to raise reading scores one grade level (minimum) on part of 80% of students by June 1977.

1976

August 19: Principal announces acceptance of [illegible]wide plan for 1976-77 by staff; the Task Force meets to develop strateg[illegible]lementing and evaluating the reading objective.

September 3: School-wide staff development session with RENP* presentation to faculty on the reading laboratory set up at Hart; and presentation by Dr. Annie Neal, on subject "Teaching Reading in all Content Areas."

* Response to Educational Needs Project

September 8: School-wide staff development session in Departmental meetings. Each department writes strategies for teaching reading in its content area.

September 13: Task Force reviews departmental lists of strategies and synthesizes a list of general strategies that all departments should employ; Task Force establishes two committees: Testing Committee and Right to Read handbook Committee.

September 22 & 23: All seventh graders tested on CTBS* by Title I.

September 30: All day workshop for teachers conducted by two reading consultants, Dr. Neal and Shields; thirty teachers, counselors and aides come for assistance during their planning period or lunch period. Consultants sent follow-up materials to participants.

October: Everyone Read program resumes.

October: RENP tests 50% of eighth and ninth graders using CTBS.

October: Principal presents reading program to parents at first PTA meeting of year.

October 28: Staff development session presented by Drs. Neal and Shields on teaching following directions, vocabulary building, study skills and test taking skills.

November 18: All day workshop for teachers (similar to September 30).

December 2: SCAC representatives present staff development workshop on making learning activity kits.

December 8: Task Force criticizes school plan based upon first MBO training session.

* California Test of Basic Skills

1977

March 3, 10, 17, 24 and April 2: Graduate level course taught at Hart by Drs. Neal and Shields on Developing Reading Objectives and Learning Activities,* including a Howard University all-day workshop on "Functional Reading for Urban Survival."

March 15: Survey of Task Force on progress in reaching Reading Objective.
May 19: Survey of entire staff on progress in reaching Reading Objective.

The main strategies developed by the Task Force for the implementation and evaluation of the Reading Objective included an adequate testing and staff development program for the coming year. In the meantime, a committee of the Task Force would collect data to complete the Right to Read handbook, which could then be used for future planning.

From the chronology, it is apparent that the pre-testing took place with all of the seventh graders and 50% of the eighth and ninth graders tested on the CTBS.** Although Title I and RENP agreed to monitor the tests and to grade them, the principal did not receive test scores from RENP on the eighth and ninth graders. As a result, the test scores were never analyzed, and the post-test never administered. The unavailability of test score information both to the Task Force and to the classroom teachers jeopardized the entire Hart plan. Neither the Testing Committee nor the Right to Read Handbook Committee were able to complete their tasks. The possibility of any meaningful evaluation of student improvement in reading scores was eliminated. One missing link broke the planning chain.

* Course syllabus in Appendix I.

** California Test of Basic Skills

The other strategy aimed at meeting the reading objective was more successful because the staff development program was responsive to teacher and student needs. The Task Force reviewed staff development programs throughout the school year, but after January Task Force energies were spent on MBO training sessions and on writing the school-wide plan for 1977-78.

4. Evaluation of School Plans

In evaluating the success of the project's two goals of implementing the school-wide plans and training school staff in the MBO process, two criteria will be used. One is the results of school staff surveys at the end of the school year; the second is the progress the two schools have made in developing school-wide plans for 1977-78.

In March, after the training sessions, the Hart Advisory Task Force was surveyed. In June the entire staff at both Hart and Francis were surveyed. First the results of those surveys will be summarized, with some analysis included. Second the progress of the two schools in developing school-wide plans for 1977-78 will be described.

Surveys. Hart Advisory Task Force members were asked to evaluate their activities in terms of how they were structured, whether they helped meet school goals and whether they contributed to the development of staff managerial skills. Questionaires were completed by a majority of Task Force members, with 13 out of 16 responses. (The tabulated survey is in Appendix J). Task Force members were asked to assess the school's progress in meeting the reading goal for the school year. While most felt progress had been made (one a lot; eight some; two little), they pointed out that it was difficult to assess the amount of progress. Six of the respondents commented that since test data are unavailable, it is difficult to know how much progress

had been made to date.

Right to Read Committee members agreed that they have just started their work. Test Committee members seemed to have differing perceptions of that group's work. Two felt that work was completed; two felt the work had just started. This maybe a result of a differing understanding of what the committee's work was. Some may have felt the task was simply to administer the tests - therefore, the task was completed. Others understood that the task included analysis of tests to develop future plans; therefore, the work had really just begun. The distressing part of this response has the lack of a clear understanding of the work to be done. All committee members should have been working with the same goal in mind.

Most respondents found the training session conducted by the project director to be helpful. (Seven very; four somewhat; one slightly; and one no response). The MBO skills covered that appear from the data to be of most use to Task Force members were "problem identification" and "goal setting." Those two were rated "very" or "somewhat helped" to individual members; those same two skills were cited as the skills most frequently used by respondents either in their role as Task Force members or as department chairpersons. It is interesting to note that the skills least focused on throughout the project at Hart (Action Plan Development; Agenda Building; Evaluation) were the skills least frequently used by respondents and that were most likely to be considered only slightly useful.

Most respondents (six) seemed to feel the school is at the planning stage of the MBO Cycle in terms of dealing with the reading problem at Hart though a few respondents (three) believe the school is at the implementation stage.

In response to a question on future directions for the Task Force - nine people commented. Of those, six (6) felt that more faculty should be involved with the Task Force in order to enhance its effectiveness.

The concluding activities of the Junior High School MBO project also included surveys of all staff members at Hart and Francis. These surveys were designed to give participants an opportunity to express their opinions on both Phases II and III of the project and on the relative merits of program components.

Survey questions on Phases II and III addressed the specific activities undertaken at each school, and each school's staff response to those questions will be discussed separately. At both schools participants were asked the same questions about the project as a whole; these will be related comparatively. (See Appendix J for tabulated surveys).

It should be noted that questionnaire return from Francis was very good; thirty-six of thirty-seven staff responded to the questionnaires. On the other hand, the response from Hart staff was low; only 31 of 81 staff returned the questionnaires. This low response from Hart makes definitive statements about the program at Hart difficult if not impossible. Speculation on why there was such a difference in rate of response between the two schools might include the following hypotheses. The Hart staff is much larger and perhaps that made it more difficult to canvass individual teachers to encourage them to return the questionnaire. In fact, the administrative team members at Francis hand-carried the questionnaires to staff and waited for responses in many cases.

When examining the responses and making judgements about teacher enthusiasm and involvement in the project, another possibility arises. In a school with a smaller staff, the project spreads throughout the school more rapidly.

Awareness of and involvement in the project makes the individual teacher more willing to respond to questions about that project, particularly when reactions to program activities is very positive. A look at the data from each school on MBO related activities shows that the staff at Francis are clearly more enthusiastic about project sponsored or related activities than at Hart. Project intervention at Hart however concentrated on a much more limited audience. As indicated in the summary of training activities on page 24, the training in MBO process was directed at the principal and the Task Force; any process related activities which reached other staff did so because of independent action on the part of the Task Force members. Also it should be remembered that the Task Force response to its survey was good, with thirteen out of sixteen members responding.

Despite the higher positive response at Francis, a look at questions about the project as a whole shows a similarity in opinion on the impact the project has had on change in planning practices in the school and on the value of project components such as "providing courses/workshops/staff development;" "providing materials;" "working with MBO committees/Advisory Task Force."

It can be speculated then that the lack of a more positive expressed attitude toward individual project activities at Hart reflects in part the fact that in a large school where the program has not yet permeated the entire school, the total school atmosphere has not yet been affected by the project. This lack of school-wide change might dampen enthusiasm.

Phases II and III of the MBO project at Hart had two goals: (1) to provide teachers with technical assistance in planning and implementing strategies for teaching students to read in order that they might begin t make progress toward school goal #1, and (2) to provide training in effective planning, management and evaluation to the members of the Hart Advisory Task Force.

To accomplish the first goal, the services of two consultants, Dr. Annie Neal and Dr. Portia Shields, both reading specialists, were enlisted. Dr. Neal and Shields planned and implemented a series of three workshops and a course "Developing Reading Objectives and Learning Activities." Additionally the Everyone Read program was continued to help motivate and promote student interest in reading. Teachers were asked how useful these activities were to them in the classroom and how much they believed they contributed to the accomplishment of school goal #1.

The responses show that each of the workshops in the series of three was thought to have contributed "somewhat" to teachers in the classroom and to the accomplishment of school goal #1. However, of the sixteen people who attended Drs. Neal and Shields course, eleven or 69% found it to be "very helpful" in the classroom, and seven or 44% believed that it contributed "a great deal" to their ability to accomplish school goal #1.

In the case of the Everyone Read program, most respondents felt fairly neutral. Most indicated that the program contributed "somewhat" to school goal #1 and was "somewhat" helpful in the classroom. However, in response to a separate question "How does the success of the Everyone Read program this year, compare with its success last year?", 14 of 29 respondents believed it to have been "somewhat less successful;" and four of 29 believed it to be "very much less successful" this year than it was last year. Still 75% felt the Everyone Read program should continue next year.

The survey wanted to know, in general, how teachers were feeling about the possibility of accomplishing their school goal #1. Teachers were asked to indicate on a scale of one to ten where they thought Hart was a year ago, now, and where Hart will be a year from now in the accomplishment of that goal. Certain optimism was shown. Respondents felt progress had been made

in this last year, and they anticipated quite a bit of progress in the next year. School goal #1 was a primary focus of the MBO project at Hart; hopefully, part of this expressed optimism is attributable to project activities.

The second of the goals for the project at Hart during Phases II and III was to work with the Task Force to provide members with skills in problem identification, goal setting, action plan development and other MBO techniques. Staff was asked to indicate their awareness of project work with the Task Force. Also they were asked to indicate whether they have seen any evidence of change in procedures at department planning sessions that might be attributable to project work with the Task Force.

Of the 31 persons who responded to this portion of the survey, 29 indicated that they knew of the existence of a Hart Advisory Task Force; 22 indicated that they knew the purpose of the Task Force; 18 indicated they knew who "most" and eight knew who "a few" of the Task Force members are. However of those 29 only eight reported that they received feedback in department meetings "regularly;" while 12 reported receiving feedback "intermittantly;" and six indicated they received "no" feedback on Task Force activities. Dissatisfaction with this means of gaining input and providing feedback to staff was also expressed by the Task Force members themselves when they questioned the effectiveness of the group, given the limited involvement of the rest of the faculty. In terms of changes in departmental procedures, there appeared to be some difference in that area with the most significant change coming in the increased use of "goal setting" and "problem identification," the least in the "use of agendas."

Phases II and III of the MBO project at Francis had two major goals (1) to implement the 1976-77 school-wide plan and (2) to train the administrative team, the MBO committees and other staff in MBO planning skills. The survey

of the staff asked for an evaluation of the progress made during the school year on reaching the school's goals and objectives; it also requested input on the merit of various project sponsored or supported activities in contributing to the attainment of the school goals. Finally staff were asked to comment on the training provided and on the project as a whole.

Overall, the response to the project was enthusiastic. Twenty-five out of 31 respondents felt that "quite a bit of progress" was made during the school year toward reaching their goal "to create an atmosphere for constructive work and quality education;" three respondents rated progress even higher, while only two said that "a little progress" was made. Nineteen out of 30 respondents felt that "quite a bit of progress" was made toward reaching the second school goal "to improve student-teacher-parent relations. Four others rated progress higher; six estimated that "a little progress" had been made; one person saw "no progress." In regard to the supporting objectives, in only three out of ten areas was progress rated "a little" or none. All activities were considered by the vast majority of the staff to have contributed to the accomplishment of the school goals.

Out of 27 responses, 13 staff rated the MBO training sessions as "very helpful;" 10 "somewhat;" and four "slightly." Those MBO skills viewed as most useful to the respondents included "goal setting," "force field analysis" and "implementation strategies."

Each school staff was asked several questions about the impact of the MBO project on their school planning. When Francis and Hart are compared, the responses are interesting particularly in light of the responses to individual program activities at each school.

(1) Has the project contributed to your knowledge and understanding of the MBO process?

	Yes, a lot	Yes, some	No, not much	No, not at all
Hart (n=31)	7	14	3	--
Francis (n=36)	15	16	--	2

(2) Has the project contributed to improved planning at the classroom level?

	A great deal	Some	A little	Not at all
Hart	5	17	7	2
Francis	11	12	5	4

(3) Has the project contributed to improved planning at the departmental level?

	A great deal	Some	A little	Not at all
Hart	7	13	5	2
Francis	14	13	4	1

Nearly all faculty at Francis felt that the project has improved their understanding of MBO. About half felt their understanding has improved "a lot" and half felt it improved "some." At Hart about 1/4 of the faculty felt their understanding of MBO had improved "a lot" and about half believed it had changed "some." Yet, despite this differing view of improved understanding, both faculties shared just about the same views on the impact of the project on planning in the school; at the classroom, department and building levels.

In each situation, there has been some positive shift in planning practices. The degree of the shift is significant. Teachers at Francis tended to report a "great deal" of change more freuqently than teachers at Hart, who tended to report "some" improvement. Returning to earlier speculation, in a small faculty the project spread more rapidly and generated more enthusiasm. In a situation, such as the one at Francis, where individuals saw positive change in most people working with them, activities were viewed more positively than in a situation where the change occurred in a proportionally smaller part of

the whole. The school's atmosphere and working conditions appear to be the dominant influences of receptivity to and enthusiasm for individual program activities.

School plans for 1977-78

The Francis school plan for 1977-78, including philosophy, goals, objectives and strategies, is complete. (See Appendix K for school plans for 1977-78). It is primarily a revision of the 1976-77 school plan with additions. Members of the MBO Committees, the administrative team and other staff shared responsibility for its completion. In their planning, they used the results of the end of the year survey discussed in the previous section. The plan attests to the success of the project in training a core of people at Francis in MBO planning skills. The plan also indicates that a problem solving process exists at Franics which can be utilized by staff over the coming years.

By the end of June 1977, the Hart Advisory Task Force drafted a school-wide philosophy and goals for the 1977-78 school year; the Objectives Development team set target objectives for the accomplishment of the goals; the principal reviewed the draft and proposed certain changes. In July the Task Force and principal met to discuss his proposed revisions; the plan was not finalized at that time. On August 1, the principal of Hart was named Acting Principal of the new Dunbar Senior High School. Therefore in Appendix K, a memorandum from the principal regarding his proposed changes in the plan and a copy of his new draft of the 1977-78 plan is included. While the 1977-78 Hart school-wide plan is not finalized, the new Acting Principal of Hart and the Task Force have scheduled meetings in September to finalize the plan.

The possibility that the plan will be finalized is great, thereby demonstrating the value of setting in motion a process for problem solving in a local school and the value of training a core of leaders in the building in the

process skills. Continuity at Hart can be maintained even though the leadership changes. The status of the Hart 1977-78 school plan attests to the hard work of the Hart staff and their mastery of the MBO planning skills. The MBO process and mutual goal setting have taken root at Hart. School managers, obviously, do include teachers as well as administrators.

5. Spin-off Activities

Francis J.H.S. During the first advisory of the 1976-77 school year, the principal at Francis approached the project director about an idea he had to "expand the MBO process to include students." He was concerned about the high rate of failure among ninth graders and wanted to invlove the students who were failing in a program which could reduce failure. If Francis was to become a "School without Failure," then students had to be involved in the process by participating in mutual goal setting with the administration and taking more responsibilities for themselves. The program, which became known as the "Ninth Grade Focus," included many elements and different approaches. Something was done, however, during each of the three remaining advisories to combat ninth grade failure. The reader will notice that the target groups and the methods used varied.

Second Advisory:

1. Ninth grade focus coordinator collected data on ninth grade failures for first advisory.*
2. Students with failures identified as truants, or poor readers based upon school records
3. Goals set for meetings between principal and ninth grade failures
   - to gain students' commitment to succeed
   - to carry out a force field analysis of their goal to succeed

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* Out of 236 ninth graders, 93 failed one or more classes. There were 181 F's all together. Forty-five students failed only one course. One social studies teacher failed 43 ninth graders for the first advisory.

- to develop an action plan for succeeding

4. Principal and coordinator met with ninth grade social studies failures twice a week during last 25 minutes of lunch periods*

5. Principal held assembly for all ninth graders with F's to tell them about data collected and encourage them to succeed.

Third Advisory:

1. Principal, assistant principal and ninth grade focus Coordinator carried out force field analysis of goal, to reduce failures in third advisory, and developed action plan for that advisory (see Appendix L).

2. Principal and coordinator met with students with reading problems, using forms on goal setting and objectives (see Appendix L).

3. Principal met with parents of ninth graders with failures

Fourth Advisory:

1. Assigned teachers worked with failures in social studies, languages and math.

The charts on the next page show the breakdown for ninth grade failures for the 1976-77 school year. While the effect of the Ninth Grade Focus program cannot be directly credited with decreasing the number of failures, ninth grade failures were reduced substantially, in all subject areas. The impact of the program had indirect positive affects. As one student who was queried about his participation in the program said - "At least someone cares that we failed." Teachers also were held more accountable for the failures in their classes. During the third advisory, teachers had to give weekly progress reports to all students who were attending the sessions with the principal and the coordinator.

While the principal at Francis was utilizing the MBO process in his plan to reduce ninth grade failures, the assistant principal employed the process to

** Students are not allowed to leave building during lunch periods.

BREAK DOWN OF NINTH GRADE FAILURES

	1	2	R*	N**	3	R	N	4	R	N	FINAL
Total No. of ninth grade students with failures	78	67	--	--	41	--	--	49	--	-	37
No. of Social Studies failures (9th grade)	44	39	24	15	14	12	2	22	15	7	16
No. of English failures (9th grade)	39	18	8	10	6	3	3	15	7	8	6
No. of Math*** failures (9th grade)	24	17	6	11	14	6	8	16	7	9	10
No. of P.E. failures	17	22	12	10	14	9	5	14	11	3	16
Other failures	25	38	16	22	15	7	8	23	15	8	16
TOTAL no. of F's (9th grade)	149	134	66	68	63	37	26	90	55	35	64

* R = REPEATERS
** N = NEW FAILURES
*** = DOES NOT INCLUDE COMMERCIAL MATH WHICH IS TAUGHT IN BUSINESS DEPARTMENT

COMPARISON OF NUMBER OF ENROLLED NINTH GRADERS
AND % WITH FAILURES, ALSO BY SOME SUBJECT AREAS
1976-77

	Advis. 1	% of TOTAL	Advis. 2	% of TOTAL	Advis. 3	% of TOTAL	Advis. 4	% of TOTAL	FINAL	% of TOTAL
TOTAL no. of enrolled 9th graders	225	35%	225	30%	225	18%	225	22%	225	16%
No. of 9th graders with failures	78		67		41		49		37	
TOTAL no. of 9th graders taking Social Studies	225	20%	225	17%	225	6%	225	9%	225	7%
Social Studies F's	44		39		14		22		16	
TOTAL no. of 9th graders taking English	225	17%	225	8%	225	3%	225	7%	225	3%
English F's	39		18		6		15		6	
TOTAL no. of 9th graders taking Math*	225	10%	225	8%	225	6%	225	7%	225	4.5%
Math F's	24		17		14		16		10	

* DOES NOT INCLUDE COMMERCIAL MATH

COMPARISON OF NINTH GRADE FAILURES 1974-75, and 1976-77

	No. of ninth graders	No. of 9th graders with final F's	%	No. of 9th graders not graduating	%
1974-75	205	76	37%	68*	33%
1975-76	248	58	23%	50*	20%
1976-77	225	37	16%	39*	17%

* NOT GRADUATING = students did not participate in graduation, but may have moved on to 10th grade.

plan for her presentation to a regional meeting. Applying the MBO planning skills to her task, she easily defined the problem, set her goals and wrote the necessary objectives for the session. Additionally she drew a learning hierarchy for the group and developed her strategies for reaching the terminal objective without difficulty. (A copy of her agenda is in Appendix L).

In preparing for the last two staff development sessions for the school year the administrative team at Francis utilized the MBO process. For the first session they set a goal "to develop a mechanism for grouping students according to skill mastery." The objectives they wrote for the staff are included on the agenda for that meeting on April 28. (See Appendix L). For the second session, May 6, the goal was "to review and revise school goals for the school year 1977-78." The objectives for that session included establishing action plans for targeted objectives, identifying persons to monitor progress and evaluating progress toward the goals from the current school year plan.

Hart J.H.S.

The Principal at Hart used the MBO process in planning, implementing and evaluating his own goals as chief administrator in the building for the January - June 1977 period. Convinced of the usefulness of the MBO planning skills, he wanted to practice goal setting, force field analysis, objective targeting and action plan development while addressing the specific management problems he was facing. At these sessions with the project director in January, the principal worked through the process. By the end of the third session, he had three action plans which he could display in his office to both monitor his progress and to share his goals with his staff. One of the art teachers enlarged the action plans to poster-size so that any one entering the principal's office could easily view the plans.

These planning sessions were not only valuable because they produced these visible flow charts, but also because they made the principal comfortable with the process and experienced in using it. The principal's goals, along with the action plans, are in the Appendix M.

The internalization of the process on the part of one of the teachers at Hart was mentioned in the section on "Training." The Art Department Chairperson, who co-chaired the Task Force, developed the materials for the planning sessions in June with the Objectives Developmental Team. She wrote the objectives for the sessions and prepared the materials necessary for their accomplishment. (See Appendix N). She led her teaching cohorts through force field analysis of each of the ten goals drafted by the Task Force. She helped the group describe action alternatives for combatting the negative forces from which school-wide target objectives could result. Obviously she became a valuable resource for the continuation of the utilization of the MBO process for problem solving at Hart.

During the school year the project director was asked to help two other groups in planning. The School Chapter Advisory Committee requested assistance in planning a staff development session on creating learning activity kits. The Counselors received support in developing a proposal to obtain funds under the Women's Equity Action Act.

LINKING TO OTHER JUNIOR HIGH SCHOOLS

1. Workshops

During Phase II, the project proposed to link with some additional schools in the District by holding workshops on Management by Objectives for all junior high school principals. Principals were invited to attend a series of two workshops in December 1976, and were offered as incentive, free books and materials on MBO and "accountability." The book list from which they chose is in Appendix O. The prupose of the workshops was three-fold: (1) to introduce the Management by Objectives approach to problem solving at the local school level; (2) to illustrate the application of MBO with the examples of Hart and Francis J.H.S; and (3) to follow up on requests by principals for help in applying the process at their own schools. One deputy regional superintendant, eight principals, eight assistant principals, and one regional specialist attended the workshops.

The introduction to MBO concepts and process was covered at the initial workshop by Dr. J. Marvin Cook. (See Appendix O for the workshop agenda).* At the next workshop, the principals from Francis and Hart made presentations to the participants on how they had applied MBO at their schools and why. (The agendas and several handouts from their presentations are in Appendix O). Finally, the project director invited participants to join the project by discussing with her specific management problems they were experiencing, to determine how the project could help. Because of the limited time, six months,

* The process used to train the Principals at both Francis and Hart was described to the participating administrators. Dr. Cook's booklet Management by Objectives - a workshop guide, was the resource.

remaining to the project, the problems had to be somewhat narrow in scope and the level of project intervention, if any, specifically defined. Additionally, the project director realized that work could not proceed at more than two or three schools.

Before describing the "linking" which resulted from the workshops, something should be said about the impact of the role the principals from Francis and Hart played in the workshops. Both principals spent an afternoon with the project director preparing presentations, trying to focus on how the MBO process was being utilized at their schools and why they thought it facilitated problem solving. Both the results of those discussions and the ensuing deliveries of their conclusions to their peers had positive effects.

There was the obvious positive effect of improving the images of the principals among their peers. They were teaching others about MBO and talking about improved management in their buildings. Following a tight agenda, using handouts and transparancies which they developed, the two principals demonstrated the art of good planning. They also became more comfortable with the language of the MBO process. In terms of the project, the rewards were even greater. The principal of Hart who early in Phase II was described as having a "wait and see" attitude toward the project, telephoned ten of his peers to encourage them to attend the workshops because the project had something valuable to offer. While the principal of Francis had always been enthusiastic about the project he had not attempted to teach the process to others. At later dates the principal revised portions of his presentation to describe the school-wide planning process at Francis to parent-teacher meetings and to other junior high school principals in his region who had not attended the workshops. He also served as a consultant to the secondary school principals of Buffalo, New York; he was recommended by the Deputy

Superintendant of the D.C. Schools to the Center for Educational Strategies as an expert on the application of MBO to a local school.

2. Follow-up at Banneker and Douglass Junior High Schools

After the second December workshop, the principals from Banneker and Douglass Junior High Schools requested help from the project director and asked her to visit their schools. The project's experience at the two schools was dramatically different. Entry into a new setting brought with it the realization that Phase I had done a lot to pave the way for the project director's experiences in Phases II and III in the original schools. Much of what was learned in the two linking schools reinforced what was assumed about intervention in the three original schools. What the project had earlier termed "prerequisites" to the establishment of an MBO process for problem solving in a local school were still necessary. Instead of spending months building those prerequisites, the project director had to assess whether or not they existed already. Given the six month time frame, they had to exist if the process were to be successfully applied to solve the problem. Those prerequisites were:

1. a balanced leadership style on the part of the principal
2. a willingness on the principal's part to share his management responsibilities
3. a principal, receptive to new ideas, approaches and theories of leadership and management

The project experience at Banneker Junior High School will be described first.

Banneker Junior High School. The problem, which the principal of Banneker described to the project director, was one of staff commitment to the school-wide philosophy and goals. The Banneker Educational Committee wrote a school-wide philosophy and goals over the summer previous to the opening of

school. While teachers indicated their agreement with the goals, according to the principal, they had not followed through or carried them out. The principal complained that the teachers did not "internalize" the goals and relate them to classroom objectives and activities. When queried about his relationship with his staff, the principal described it as "okay" and added that he requested a yearly assessment of his performance from his staff.

Based upon additional discussions with the principal, the project director determined that he was familiar and comfortable with the language of MBO and was attempting to use it to manage the school. However, he appeared to be a manager working alone. For example, only one faculty member served on the Educational Committee which wrote the school-wide philosophy and goals. Most of it was written by the principal himself. There appeared to be no structure for staff input into the management of the educational plan for the building. This could easily account for the lack of commitment on the part of staff.

The project director agreed to work with the principal on the problem of staff commitment to the school's goals. She asked the principal to designate a group of teachers, who might truly represent the staff, with whom they could work. The principal chose the department chairpersons. The project goal was to involve the department chairpersons in the management of the Banneker educational plan. A letter inviting this group, along with a union representative, to a training workshop on MBO is included in Appendix P, along with the agenda. The workshop goals were to upgrade the role of department chairpersons, to view them and have them view themselves as school managers and leaders, and to provide them with skills required for that role.

Three workshops were held with the department chairpersons. Planning and evaluating the sessions were shared by the project director and the principal. Based upon her experience with the teachers in the workshops, conversations

with individual department chairpersons and discussions with the principal, the project director determined that the prerequisites for successful project intervention at Banneker did not exist.

First the principal's leadership style tended toward "authoritarian." He admitted, for various reasons, that he really did not want to share his management responsibilities with his staff. The teachers expressed a similar belief regarding his unwillingness to delegate any real authority. The principal was interested in MBO and open to new ideas; however when it came to actually applying a process which included "mutual goal setting" to his school, he balked. Instead a "fight posture" existed between him and most of his staff. At their last meeting, the principal asked the project director if she viewed the situation at Banneker as one in which successful intervention was impossible. He anticipated the project's withdrawal, and work at Banneker was terminated.

Douglass Junior High School. The priority management problem identified by the principal at Douglass Junior High School, was the lack of cohesion and the existence of what he termed a "communication gap" witin the administrative team. After some discussion of specific real examples of that problem, the principal, with the help of the project director, set this goal: to facilitate a cooperative attitude among administrative team members by more specifically defining their roles and by improving communication among them. To reach that goal, the principal asked the project director to meet with the team - which includes the principal and four assistant principals - in a series of sessions to be held during the usual regular meeting time of the team.

Six sessions were held. As a result of the meetings, the team produced and committed themselves to:

- an administrative team philosophy and goals
- some administrative team target objectives for 1977-78, which support the goals (See Appendix Q for these results).

In order to separate out the role of the principal, the project director met with him individually in separate sessions as well. The purposes of these sessions were to (1) keep him one step ahead of the team in the problem solving process that was being applied and (2) recognize his leadership role and guidance he would have to give the team. Out of these sessions, the principal produced:

- a series of Performance Expectations for the Administrative Team Members
- a check list covering the individual task assignments for assistant principals

(See Appendix Q for these results).

3. Buddy-system. As part of its linking activities the project proposed to establish a buddy system. The principals of Hart and Francis would serve as consultants to their peers. Because of their experience with the MBO problem solving process, the principals would work with other junior high principals on management problems and solutions. The principal of Francis and an assistant principal, who was very active in project activities, linked with two other junior high school principals and one assistant principal from their Region.

The principal of Francis held three planning sessions with his counterpart at Randall Junior High School and met once with the principal at Deal Junior High. With both principals, he described (1) Maslow's Hierarchy of Needs, (2) the MBO cycle, (3) the application of MBO at Francis in terms of the school-wide plan and (4) the difference between MBO and CBC as planning systems.

Additionally the principal of Randall identified two management problems, and together they developed management objectives for dealing with those problems.

The Assistant Principal of Francis met on four occasions with the Assistant Principal at Deal Junior High Schools. She reviewed the MBO cycle components and their application to Francis. The focus of these two assistants, who have primary responsibility for the instructional programs at their schools, was on the usefulness of the MBO process in preparing for the implementation of Competency Based Curriculum in the D.C. schools. The progress Francis has made in this area was shared, but more importantly the MBO planning skills were practiced.

This kind of inter-regional sharing and planning is invaluable. The project participants are valuable resources to their regions and can be utilized to teach others the skills they have earned and their practical application. The use of outside consultants can be minimized and in-home resources tapped.

EXTERNAL IMPACT

1. CBC and MBO

In the second year of the project a new Superintendant of Schools was chosen to lead the D.C. school system. Not long thereafter, he announced a five-year plan to bring Competency Based Curriculum to the schools. The first year of the program, 1976-77, would be termed "CBC Awareness," the next year would be "CBC Commitment;" and so forth. Competency Based Curriculum, to the D.C. system managers, could provide a curriculum to schools which would individualize instruction for the students, set criteria for movement between levels and graduation, provide teachers with learning hierarchies for courses and make the school experience for all D.C. young people more consistent from school to school. One of the consultants to the Superintendant in planning the CBC program is Dr. Henry Walbesser, co-author with Dr. J. Marvin Cook, of How to Meet Accountability.

Accountability

During the 1976-77 school year, as part of CBC awareness, schools were required to organize CBC teams, attend regional and city-wide CBC meetings, hold staff development sessions on material provided by the city-wide CBC teams, and master some of the language and skills of CBC.

This next section of the report will cover (1) the impact of CBC on the project, (2) the response of the project to that impact; and (3) the impact of the project on the system.

(1) The impact of CBC on the project.

All of the schools participating in the project were concerned with Competency Based Curriculum. The principals and their staffs wanted to become "CBC aware;" they were interested in discovering how the project could provide assistance or support in helping them reach the system's goals for schools for 1976-77. Some principals had attended workshops in the Spring of 1976 with Dr. Walbesser and were familiar with his book. The principals felt a need to be one-step ahead of their staff in terms of knowing the language of CBC and practicing the skills.

(2) The response of the project to CBC.

The mandate of the project became to clarify the relationship between MBO and CBC, to integrate the CBC plan into the local school plans and to provide support to the school staff in helping them understand CBC through workshops, courses and materials. The project had to become CBC relevant, or it would have little credability with any of the participants.

The relationship between MBO and CBC was clear. One provided a management system of checks and balances; the other an instructional system. Both systems held the components of good planning, implementation and evaluation as crucial. While one system dealt with the total management of a school, or a region or a system, the other concentrated on the classroom and the individual student and his/her learning. These comparisons were incorporated by the project director into all of her training sessions, whether at Hart, Francis, Banneker, or Douglass, or at city-wide meetings. The project director also began using the format of learning hierarchies for all of her training sessions.

Integrating the CBC plan into the 1976-77 school plan at Francis was not difficult because the first objective supporting the school goal of creating an

atmosphere for learning involved individualizing the instructional program at the school. Many of the strategies - the emphasis on skills and pre- and post-testing - were integral to CBC. In fact, the MBO committee for goal #1, planned the staff development session on CBC awareness, as mentioned earlier in this report. And the Assistant Principal who serves on the CBC Team and the MBO Committee for Goal 1, successfully used the MBO planning process for preparing a presentation to regional CBC team. Her agenda can be found in Appendix L.

At Hart the Task Force decided, in writing the school plan for 1977-78, to incorporate the language of CBC. The first goal of the new plan commits the Hart staff to the CBC plan; the next five goals are taken directly from the CBC materials provided to the school by the city-wide CBC Planning Team.

Finally, during 1976-77, the project provided support to Hart, Francis and Douglass Junior High Schools, through workshops, courses and materials on CBC. The course taught at Francis J.H.S., in the Spring 1977, entitled "MBO for the Classroom Teacher" was divided into two sections: (1) the teacher and his management role outside the classroom and, (2) the teacher and his instructional role inside the classroom. The MBO system was presented as one management process that could be used by the teacher in his role as CBC team member or department Chairperson, to plan better and solve problems. The CBC system was presented as the instructional process that teachers would be using to better plan for the classroom and to solve the problems there. (See Appendix G for the course syllabus). Dr. J. Marvin Cook presented a workshop on CBC for all of the staff at Hart and Douglass. Copies of Dr. Cook's book The Successful Teacher and How to Meet Accountability, which Dr. Cook co-authored with Dr. Walbesser, were made available to the schools. In teaching their course, "Writing, Reading Objectives and Developing Learning

Activities," at Hart Drs. Neal and Shields used The Successful Teacher as their text.

(3) The Impact of the Project on CBC.

When the CBC city-wide team was planning a four week Institute for teachers and administrators for June-July 1977, the team director invited the project director to lead some workshops on Managers and CBC. The team director who is Assistant to the Associate Superintendant for Instruction was aware of project activities at Francis and Hart and interested in including a management focus for one of the workshops that would be offered to local school CBC teams. The primary focus for the project workshop would be the comparison of the MBO system and the CBC system and a clarification of the differences between management objectives and instructional objectives. (The agenda for those workshops can be found in Appendix R).

The positive feedback from the four workshops presented by the project director at the Institute in June has led to conversations between the project director and the Deputy Superintendant regarding the D.C. School system's interest in continuing the project and the possibility of the systems sharing in the cost of that continuation.

2. Mini Grants

In one other area, the project has had what might be called an external impact. When the mini grants were first introduced in Phase I, they had several goals, among which was to give the grantees experience in proposal writing and project management, so that they might qualify for funding elsewhere. In the Spring of 1976, one proposal for a mini grant, which was funded by the project, gained funding with the help of the project director from the Association of American

Foreign Service Women. This mini grant went to a teacher from Francis J.H.S., who proposed to improve parent-school relations, by bringing the PTA meetings out to the communities where the parents live. Almost all of the students at Francis are bused in from various parts of the city. In the Spring of 1977, the AAFSW approved the continuation of the project, using the remaining unspent funds from the previous year. In addition, the AAFSW agreed to fund another mini-grant from Francis - The Cafeteria Reading Program. The mini grantee submitted a report on her projects activities over the last two years and included a budget for supplementary funding. Just as a side note, the third mini grant at Francis is still in operation, because it depended upon materials which can be used over and over.

SOME ANALYSIS

In order for a project to successfully intervene at the local school level, certain prerequisites need to exist. This report has mentioned characteristics the principal should display if a Management by Objectives process is to be utilized at the school. Something ought to be said as well about the characteristics of a successful project director or technical assistance person. Finally some of the essential ingredients for success once the process has been initiated should be discussed. These three components for a successful project intervention will be analyzed in this section of the report: (1) the principal (2) the project director and (3) the ongoing process.

The Principal. During the last year and a half the project experience confirmed some original hypotheses. Management by Objectives is about mutual goal setting--the employer and the employees need to agree upon the work that is to be done and the division of labor. In a school this necessitates an employer/principal who is willing to share management responsibilities and planning with the employees/teachers. The prerequisites for a successful MBO project intervention at the local school level, as stated earlier, must describe a principal:

(a) whose leadership style is neither too laissez-faire nor too authoritarian;

(b) who is willing to share his management responsibilities; and

(c) who is open to new ideas, approaches and processes for educational problem solving.

At Francis, Hart and Douglass Junior High Schools, these prerequisties exist and the project was able to move forward. In determining whether or not the prerequisites are present in any school, a project director or technical assistance person might consider some of these questions in making the evaluation:

1. Does the principal meet regularly with representative staff in developing school plans? If not, is he interested in forming an advisory group from his staff?
2. Is the principal willing to set aside time for regular meetings with the technical assistance person?
3. Does any mechanism exist for teacher input or ideas? Is the principal willing to create mechanisms?
4. How well developed are the principal's communication skills? Is he a good listener? Can he formulate clear messages?
5. Does the principal respect his staff?
6. Does the principal have a philosophy of education which is open to new ideas and new approaches to problem solving?

7. Do teachers and principals share the same or similar views on the cause of school problems?

8. Does the principal appear to be secure in his role?

Now it may seem that if a principal had an excellent score based upon the answers to the questions above he would not need Management by Objectives. Perhaps not. However if the principal is not using any problem solving process which includes a truly representative group of staff providing input, then his management is most likely inefficient, unclear and haphazard. MBO, as a process, improves planning in a school because it gives the school managers a common language which will facilitate communication; it helps prioritize tasks; it clarifies areas of responsibility and timetables; it gives direction and purpose to school meetings, committees and individual staff members. All of this saves time which to all school personnel is at a premium.

If on the other hand, the project had to improve a principal's very poor score card on the prerequisites, project activities would have to include mediating disputes between the administration and teachers; changing the image, if not the personality of the principal; teaching the principal the value of new ideas and new approaches so that his own philosophy might become more flexible; helping the principal become less defensive; and so forth. The project did not intend to enter into these kinds of therapeutical activities.

Another means for judging the readiness of a school for mutual goal setting is in the use of force field analysis. During initial training sessions with staff groups, the technical assistance person can open the door for negative feedback by carrying out a force field analysis of some school goal. As staff suggest those negative forces which are hindering the accomplishment of the goal, the technical assistance person can read the amount of agreement and disagreement among staff members. Particularly the technical assistance

person can notethe positions taken by the administration as opposed to the faculty.

While the leadership styles at Franics, Hart and Douglass differ considerably, the principals met the three prerequisites sufficiently well to insure successful project interventions at their schools.

Leadership styles. Even though the same approach was taken by project personnel in working with all the participating junior high schools, the MBO process and structure left in each school differed considerably. The MBO process could be specifically defined, and the theroetical concepts remain in tact, but the school and the personnel involved were too different to provide mirror results.

In this section of the report, leadership styles of principals will be discussed. It is the belief of the project director that the leadership style of the principal determines more than anything else, the project experience and the results. The two school principals whose styles will be analyzed are from Francis and Hart. Both the principals participated in the project throughout the three phases.

The first prerequisite for a successful project indicated a principal who was neither too authoritarian nor too laissez-faire. Using the jargon created by Kurt Lewin, Ronald Lippitt and Ralph White in 1938 at the University of Iowa, the principal needs to be "democratic." Three types of leadership styles were defined by these investigators: autocratic (or authoritarian), democratic and laissez-faire. In general the characteristics of the "democratic" leader were:

- he made all policy a matter of group discussion and decision in which he actively partook;
- he worked toward establishing group goals and provided technical advice and suggestions where needed;
- he allowed the group to divide tasks as they wanted;
- he became a group member without doing too much of the work;
- he provided praise and criticism objectively.[3]

Measured against these criteria the two principals appear to fit the definition "democratic." Both principals worked with policy making groups at their schools; i.e., the Task Force at Hart and the MBO Committees at Franics. Both principals were members of these advisory groups and actively participated in them, while not doing too much of the work. The groups determined their tasks and the division of labor for the accomplishment of tasks. Both the Task Force at Hart and the faculty at Francis engaged in mutual goal setting.

While the situations at the two schools were similar in the ways mentioned above, the actual process and structure for mutual goal setting differed substantially. In a recent discussion of leadership effectiveness models, Paul Hersey and Kenneth Blanchard concluded that a leadership style should vary with the situation:

> In summary, empirical studies tend to show there is no normative (best) style of leadership; successful leaders do adapt their leader behavior to meet the needs of the group and of the particular situation. Effectiveness depends upon the leader, the follower(s), and other situational variable.[4]

The situations at Francis and at Hart are different. Francis is a small school (about 40 staff and 650 enrollment). The student population is mixed

3. Getzels, Jacob W., Lipham, Jamie M., and Campbell, Roald F. Educational Administration as a Social Process. New York: Harper and Row, 1968.

4. Hersey, Paul and Blanchard, Kenneth. Management of Orgainzational Behavior. Eaglewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

racially and economically (75% black; 25% non-black). Almost all the students are either bussed to Francis or take busses to get there; it is not a neighborhood school. Thirty-three percent of the students are bussed in from Bolling Air Force Base.

Hart is the largest junior high school in the District of Columbia (about 80 staff and 1500 enrollment). The student population is almost entirely black and pre-dominately from low income families. The students live in the neighborhood of the school.

The leadership style of the principal at Francis fits well with the situation there. The principal might be characterized as having a "high relationships style," using Hersey and Blanchard's language. Given the type of school Francis is - small, relatively calm, almost family-like in atmosphere - the principal can easily delegate authority and work informally with his staff. The structure for school-wide planning can be loose because much of the discussion and decision-making can be carried on in faculty meetings with input from the entire staff.

The leadership style of the principal at Hart fits the situation there; his style could be termed "high task." Given the type of school Hart is - large, with enormous potential for chaos - the principal has to provide strong, forceful leadership. Authority can be delegated but through formal channels, such as the Task Force, with a structure for input from the total faculty given. Also because Hart is a neighborhood school in a neighborhood which is vocal and active, community liasons have to be established. The Hart Task Force, which included key staff members and local board members, met formally and regularly, and reported back to the faculty through set channels. The principal always viewed the Task Force as an "advisory" group

to him.

Both principals, because of their individual personalities and the situations in their school, are effective because their styles are appropriate to their environments.

The Project Director. Any technical assistance person, or project director, must possess most of the following characteristics if he or she is to be effective at the local school level:

(1) be secure personally;
(2) be knowledgeable of trends and research in education;
(3) fully understand his role;
(4) have the courage of his convictions;
(5) know the process of interaction between principal and staff, principal and students, principal and community;
(6) be aware of his influence in the building;
(7) be trustworthy;
(8) have good communication skills;
(9) keep regular, ongoing contact with the principal in order to maintain his commitment and the relationship; and
(10) be a good listener.

This list was developed with the help of the principals of Hart and Francis junior high schools. The principal of Hart emphasized numbers five and nine. In order for theoretical processes to be applied to real school problems, all of the influencing factors, political and social, at the building level must be considered. The project director should be familiar with and, if possible, have worked in the school system. In order to be able to prioritize tasks, the project director's knowledge of the school setting must be real. Regular follow-up contact is essential if possibilities are to be made realities and so that good beginnings will have good endings. The principal of Francis emphasized numbers three and eight. The project director must have a clear idea of the project's goals and be able to communicate them; there must be no hidden agendas. The expectations of the project director and the principal must coincide; otherwise the project will flounder.

The Ongoing Process. At the local school level, one-on-one contact has to be established and maintained between the principal and the project director. Each meeting has to be structured carefully with an agenda and time frame. The meetings must be regular, and tasks set for the meetings completed.

If the principal and the project director are working on a series of problems, the same process must be utilized for planning, implementing and evaluating the solutions. That same process must be used in working on school-wide problems with larger groups or with individual committee chairpersons. In this way, the language and the skills can be applied and reapplied until they become automatic. And then all the school managers will share a common process for planning and problem solving.

Access to the principal and to other school managers must be easy and direct for the project director. Any problems which develop must be dealt with immediately, whether they are unanswered telephone messages or difficulties in scheduling meetings due to school personnel time constraints.

One other key to success is related to communication, as well. The project director must keep excellent records of all meetings, workshops and project-related activities. The principal should make his individual plans known to the school. One good means is to display on large poster board all of the action plans, which address the principal's goals, in the principal's office and to refer staff to them. School-wide action plans developed by school committees or teams might be displayed in the main office as well. The plans must be shared and the goals apparent to everyone who works in the school or visits the school. All meetings of school-wide committees should produce minutes which are reproduced and sent to the entire school staff.

Finally, to emphasize this new school planning process, the principal and all other school managers should use the MBO language wherever and whenever possible--in daily bulletins, in letters to parents, in faculty meetings, on agendas, in workshops and so forth. Tying all school activities into the school-wide goals gives meaning, direction and continuity to the educational endeavor in which all staff, parents and students are engaged.

CONCLUSIONS

At the conclusion of the project the project director asked the principals of Hart and Francis and one Assistant Principal at Francis to comment on the impact of the project over its three year life span. These responses can be found in Appendix S.

The conclusions drawn by the principal of Francis regarding the total impact of the project on the school included these statements:

> "...The overall goals were to put in place a mechanism which would allow us to deal with our problems without outside intervention. I feel the administrative staff has acquired the skills necessary for being able to set goals, plan for their implementation and carry them through... The staff at Francis has become increasingly committed to the school goals and are more willing to become involved in the planning, execution and evaluation... Many of the tasks that once were performed by the administration have been picked up by various members of the staff..."

To his comments can be added those of one Assistant Principal at Francis who was very active in the project:

> "In reviewing the MBO project as it has operated at Francis Junior High School over the past three years, I feel that it has extended our base of decision making and has helped develop valuable mechanisms for problem solving, thus putting us in an excellent position to deal with the CBC thrust which is now the paramount concept in D.C. public schools... As an administrator and planner, I feel more secure in my ability to communicate with the staff and the administrative team on problem solving techniques... As valuable as the skills in systematic planning was what I learned about people and the over all effect that involvement in decision-making and planning has on the success of the school... The school is functioning in a more positive way because of the responsibility

that has been assumed by the teachers with their added skills..."

The principal at Hart included the following comments in his assessment of the impact the project had at Hart:

> "In summation, the entire project definitely improved my planning skills... My relationship with the majority of my staff apparently was very positive due partly to my improved management skills and my...ability to motivate...those around me. Improved Management Skills certainly did enhance this...ability through better decision making and more participation by those concerned. A strong staff needs a strong leader, and strong leaders need strong followers. This project certainly supported the above, by having a common language, a general understanding of roles, and a singleness of purpose."

Mutual goal setting has become "a way of life" at Francis and Hart Junior High Schools. A process for attacking school problems has been installed and people with the skills to utilize the process exist at both locations. The success, given the limited time frame, the project experienced at Douglass also contributes to the notion that Management by Objectives has applicability at the local school level. Such a systematic planning process for school managers brings with it many rewards: staff communication improves; management is shared; time is more efficiently and effectively used; direction is clearer.

The goals set by the project director for Phases II and III were met almost completely:

- A core of staff at Francis and Hart with skills in MBO planning, implementation and evaluation exists.
- School-wide plans for the 1977-78 school year exist, finalized at Francis and proposed at Hart.
- Both schools' staff are committed to continuing the use of the MBO process in dealing with problems and solutions at the local school level.

ADDENDUM

THE MBO PROCESS AS IT WAS DEFINED AND USED AT FRANCIS AND HART

One main goal of the Three Junior High School Project was to apply the Management by Objectives process to the local school setting. The key figure in this approach was always the principal. During Phase I and Phase II, MBO Workshops concentrated on what were termed "Prerequisites to MBO." The thinking was that a kind of atmosphere had to exist within a school before MBO could be implemented. That atmosphere included a certain type of leadership style on the part of the principal, a level of communication between the principal and the staff, and an understanding of some philosophical concepts and practical terminology.

The Phase I and early Phase II workshops were to teach the prerequisites; they covered a multitude of theories and skills: Maslow's Hierarchy of Needs, Herzberg's Theory on Motivation, Life Cycle Theories of Leadership, Transactional Analysis, Lewin's Force Field Analysis, Tannenbaum's Continuim of Leadership, and various Problem/Solving formats. The workshops were conducted by at least six different consultants. By the end of Phase I there was an obvious need to identify what the project meant by Management by Objectives, to spell out the process and to apply it directly to the local school setting.

During Phase II the Project Director defined the MBO process to include the following elements: Problem Definition, Goal Setting, Objective Targetting, Gaining Commitment, Strategy Implementation and Evaluation. Within these general areas, certain procedures would be followed to create a manageable school-wide plan. More specifically, the process was broken down into

these steps.

1. Problem Definition

   a. Define the problem as a problem.

      ex. "Communication" is not a problem, but "poor communication" or "no communication" could be problems.

   b. Make the problem real by describing what the problem "looks like" or "sounds like" or "feels like."

      ex. Too much noise in the halls during class time is a problem. There is a radio playing loudly, two students are shouting at each other from opposite ends of the hall; three boys are running down the hall laughing; someone is bouncing a basketball against the lockers.

2. Goal Setting

   a. Change the reality of a problem into its ideal.

      ex. The problem is that community-school relations are bad; the goal: "to improve community-school relations so that parents and community groups feel welcome in the school."

   b. Make the goal positive.

      ex. Instead of setting a goal "to decrease noise levels in the halls during classtime," make it "to create an atmosphere in the hallways which is conducive to school-wide learning."

   c. Carry out a force field analysis of the goal.

      ex. List the positive forces which will help reach the goal; list the negative forces which will hinder goal achievement. (See examples in the Appendix).

3. Objective Targeting

   a. From the alternative actions, generate some management objectives which include: who is responsible, what is to be accomplished, how much is to be acomplished and by when.

      ex. By September, 1977, the administrative team will have designed a plan for improving noise levels in the halls during classtime. By September 15, 1977, the administrative team will have presented the plan to the faculty for input and review.

   b. Design an action plan (flow chart) for accomplishing the objective. (See Appendix for examples).

ex. The action plan should include who is responsible for the activity, what the activity is and its deadline.

ex. Activities can either go on sequentially or simultaneously.

4. Gaining Commitment

a. If the people who are writing the goals and objectives are writing them for their own limited management problems, then the assumption is that they are in agreement and committed to those goals and objectives.

ex. If a principal writes a management goal and objective for himself, it is assumed that he is in agreement with and committed to those goals and objectives.

ex. If an administrative team writes a management goal and objective for itself, it is assumed that they are in agreement with and committed to those goals and objectives.

b. If the goals and objectives are written for an entire school by a representative group from that school, then the goals and objectives must be taken back to the staff for acceptance and commitment.

ex. A principal cannot write a goal and/or objective for his staff to accomplish without involving them and gaining their agreement and commitment.

c. All the people who will be affected by the goals and objectives do not have to participate in writing these goals and objectives; however, they must be given an opportunity to react, give input, discuss.

5. Strategy Implementation and Evaluation

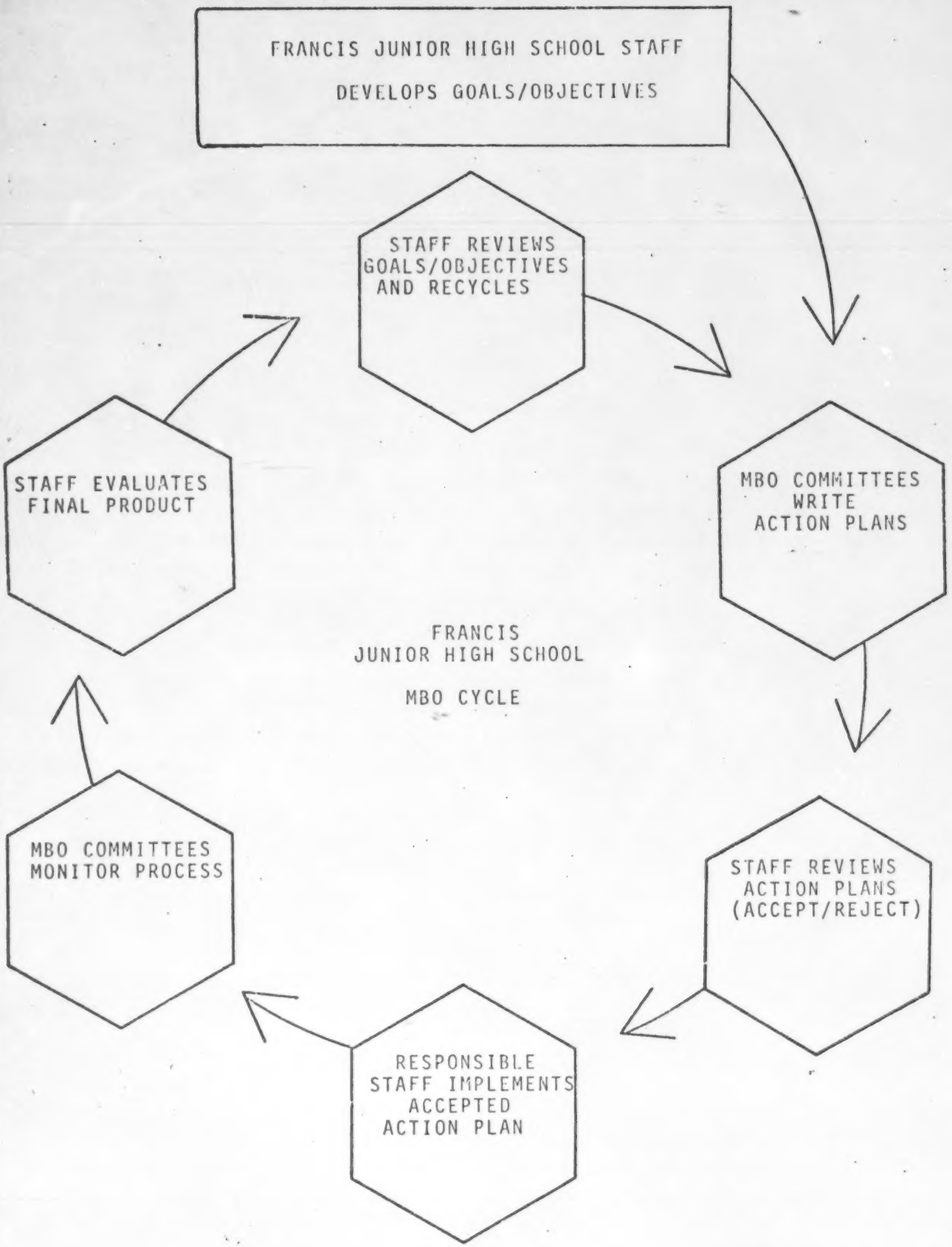
a. If there is a school-wide plan, someone or some group or groups must manage it.

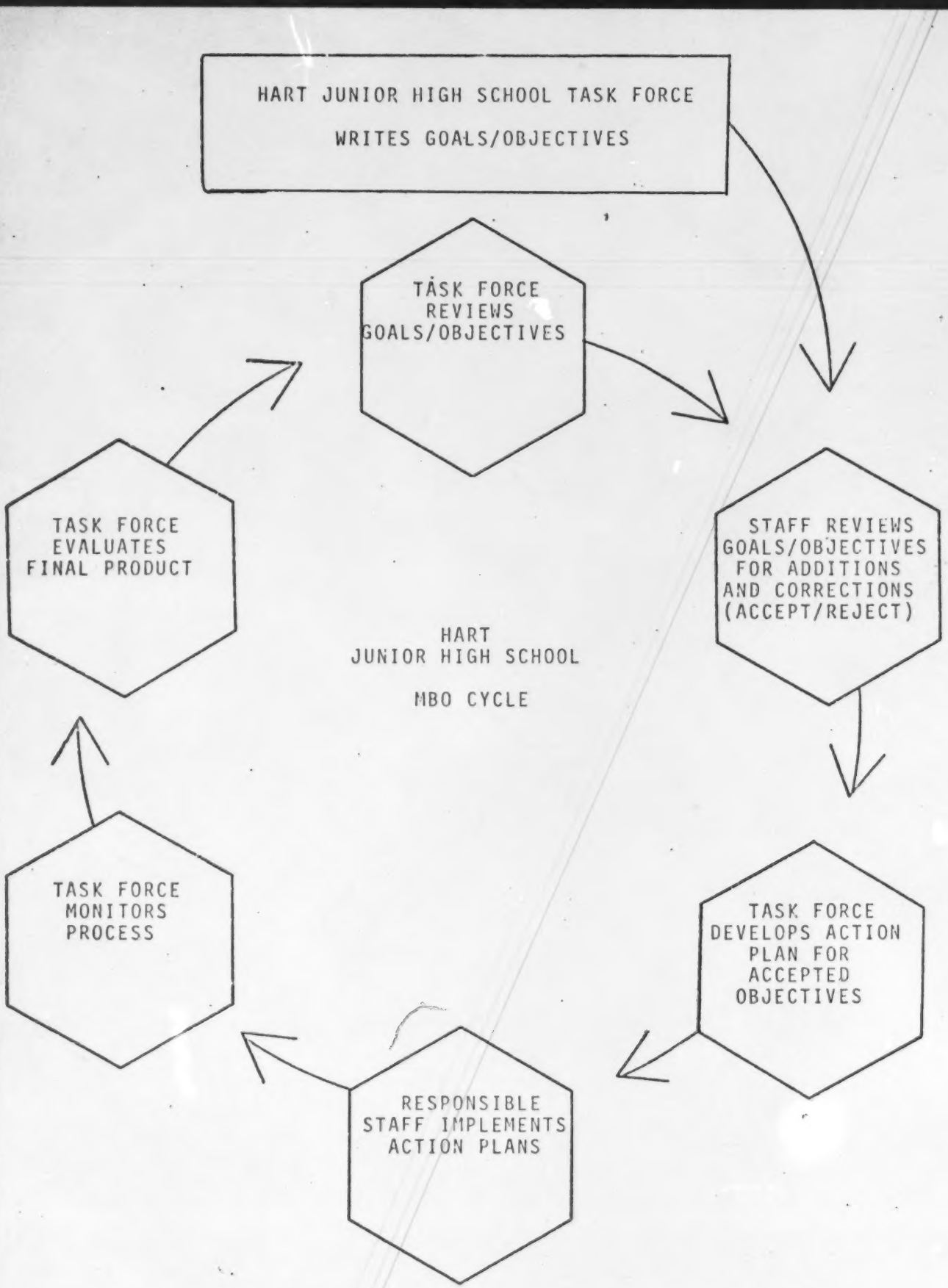
b. Faculty meetings and committee meetings use the action plans to monitor the progress on reaching the objectives.

c. Check sheets can be drawn up to monitor progress on reaching the objective. (See Addendum for examples).

d. Both formative and summative evaluation must occur.

The cycles drawn on the next pages show how the Management by Objectives process was adapted at Francis and Hart Junior High Schools.


FRANCIS JUNIOR HIGH SCHOOL STAFF
DEVELOPS GOALS/OBJECTIVES
STAFF REVIEWS GOALS/OBJECTIVES AND RECYCLES
MBO COMMITTEES WRITE ACTION PLANS
STAFF REVIEWS ACTION PLANS (ACCEPT/REJECT)
RESPONSIBLE STAFF IMPLEMENTS ACCEPTED ACTION PLAN
MBO COMMITTEES MONITOR PROCESS
STAFF EVALUATES FINAL PRODUCT
FRANCIS JUNIOR HIGH SCHOOL
MBO CYCLE


HART JUNIOR HIGH SCHOOL TASK FORCE
WRITES GOALS/OBJECTIVES
TASK FORCE REVIEWS GOALS/OBJECTIVES
STAFF REVIEWS GOALS/OBJECTIVES FOR ADDITIONS AND CORRECTIONS (ACCEPT/REJECT)
TASK FORCE DEVELOPS ACTION PLAN FOR ACCEPTED OBJECTIVES
RESPONSIBLE STAFF IMPLEMENTS ACTION PLANS
TASK FORCE MONITORS PROCESS
TASK FORCE EVALUATES FINAL PRODUCT
HART
JUNIOR HIGH SCHOOL
MBO CYCLE

APPENDIX A

FRANCIS JUNIOR HIGH SCHOOL

SURVEY SUMMARY — June, 1976

On June 2 and 3, 1976, twenty-nine staff members were surveyed at Francis Junior High School. This represnets 66% of the total teaching, counseling and administrative staff.

In answer to the question "Are you aware of the Three Junior High Schools Project?", twenty-eight answered "yes" and only one responded "no". As evidence of the project's operation at FJHS, twenty-four persons pointed to either workshops or staff development sessions led by the project; other sources of evidence mentioned included:

The MBO Newsletter
The mini-grants
The Master Teacher*
Site Coordinators
The Security Profile
Specific TAG members by name

When asked to state the goals of the project, ten teachers designated actual goals emphasizing improvement in "process", "planning", "problem solving", "goal setting", "MBO", or management"; while eight other teachers stated project-related goals (using terms such as communication, unity, and decision-making). Over half of the sampled group was able to identify overall project goals or related goals.

Next, the staff was surveyed in regard to specific workshops which TAG helped plan and carry out on half-day staff development days this past spring. First, the staff was questioned about Dr. John Johnson's workshops on discipline; twenty-eight of the twenty-nine persons surveyed had participated in at least one of the two workshops led by Dr. Johnson. Eleven of those surveyed linked the workshops directly to project or project related goals; that is, they saw Dr. Johnson's goals directed toward "strategies", "planning", "procedure", "unity", "process", "sensitizing staff" and so forth.

The link between Dr. Portia Shields workshop on teaching reading in the content area and overall project goals was not as clear. Fifteen out of the twenty-nine surveyed had attended Dr. Shields' workshop. Most participants viewed the workshops as a discussion of the problem with some suggestions for dealing with it.

The third workshop dealt with an objective,to individualize instruction for each class, set by the staff in both the summer workshop presented by the TAG, and at an earlier staff development session. As one strategy for reaching that objective, departments would be asked to list the skills taught in each course offered at FJHS. Twenty of the surveyed staff participated in the workshop to list skills. Thirteen directly linked the workshop to planning and goal setting for the next school hear; the others viewed the exercise as a means for improving instruction.

*The Master Teacher is a pamphlet ordered by the principal through the project; it is distributed to all staff.

Twenty-one of the staff members surveyed were aware of the project's attempt to do a Security Profile at Francis. A majority of those surveyed viewed the profile as a means for collecting data in order to improve building security. Twenty-six out of the twenty-nine staff members surveyed were aware of the existence of a Rewards Committee, twenty-three persons indicated that its purpose was to "motivate", "reward" or "reinforce" student performance in the area of attendance acievement and behavior.

Twenty-two of the twenty-nine knew about the mini-grants to some teachers at Francis. Seven of those people mentioned the mini-grants by name. Only three related the mini-grants to the overall project goals of systematic planning and management.

Twenty-one out of the twenty-nine staff could identify one or both of the site coordinators for the building.

In summary, the following conclusions can be made about the Three Junior High Schools Program at Francis:

1. The program is visible.
2. Overall project goals are coming across to a majority of the faculty.
3. There is a need to clarify the linkage between specific program components and the overall project goals.
4. Site coordinators are visible.

GORDON JUNIOR HIGH SCHOOL

Survey Summary — June, 1976

A survey of the staff at Gordon Junior High School was conducted on two separate occasions, during the week of April 27-29, and on June 4, 1976. Twenty-two out of a total full-time staff of forty-four were interviewed.

In response to the opening question "Are you aware of the Three Junior High Schools Project?", twenty persons surveyed responded "yes" and two answered "no". Evidence of the project's operation at Gordon cited by those interviewed (listed in order of frequency mentioned) included:

- The MBO Newsletter
- Workshops
- Mini-grants
- Feedback at faculty meetings
- Site coordinators
- TAG personnel
- Problem-solving Exchange
- A New York Trip

When asked to state the overall goals of the 3JHS project, seven persons responded with answers reflecting the actual project goals; they used such phrases as "planning", setting objectives," "meeting them and reevaluating", "MBO, problem-solving", systematic approach" and so forth; four others mentioned project related goals involving "better faculty relationships", "unity," "educational objectives". Fifty percent of those interviewed recognized the overall project goals or related goals.

Next, the staff was surveyed about the Problem-Solving Exchange at Gordon. Twenty of the Twenty-two interviewed said they were aware of the exchange. When asked why so few staff members have used the Exchange, the most common response was that the exchange was poorly organized and poorly publicized. The second most common response was that the teachers were apathetic and indifferent; others felt they were too busy during the day to take advantage of a Problem-Solving Exchange. When asked about the purpose of the Exchange, only one person related it to the MBO process; most of those interviewed saw the Exchange as a place for staff to talk about their problems and come up with solutions; seven persons either were unclear about the purpose or did not know the purpose.

Nineteen of the twenty-two interviewed were aware of the existence of an MBO Committee at Gordon. Half of those surveyed did not know its purpose; the other eleven viewed the committee's purpose as a follow-up to the summer workshop on MBO and means for facilitating communication among the faculty. When asked why the MBO committee is no longer functioning, the majority of teachers said that there was inadequate follow through on the part of the TAG, the administration and the committee itself. Others indicated that time was a problem, as was interest.

Next, the staff was queried about the Reading Committee, an outgrowth of the MBO committee. All twenty-two staff persons interviewed were familiar with the Reading Committee and its program to devote a portion of each school week to teach basic practical skills. Nineteen of the twenty-two had participated in the program. However, the program was short-lived because of several factors: teachers became preoccupied with the insecurity of Gordon's future; the committee leadership of the program was sporadic; there was no follow through on the part of the administration.

Twenty teachers knew about the mini-grants awarded to a few teachers at Gordon. Five teachers linked the mini-grants to the project-related goals of management or problem-solving. Five other teachers mentioned the mini-grant programs by name.

When asked to identify the major problems at Gordon, ten teachers pointed to communication related probles as central: communication between administration and faculty, and among teachers. Six teachers mentioned discipline as a major problem: no follow through, no common solutions, no leadership. Four teachers cited the poor skills of the students as the biggest problem.

Finally, those interviewed were asked what role the Three Junior HIgh Schools project ought to play at Gordon in the future. Five teachers asked for communication workshops; five others asked that the TAG help apply MBO at Gordon; five others wanted the project to concentrate on improving curriculum to meet the needs of the students.

Some consusions can be drawn about the project from the survey at Gordon:

1. The project has visibility.
2. The overall project goals are understood by at least half of the staff.
3. The Problem Solving Exchange has not met its objectives.
4. The MBO Committee needs to be revitalized and given adequate support to function.
5. The component parts of the project are not clearly linked to the overall project goals.
6. Communication is still a priority problem at Gordon.

HART JUNIOR HIGH SCHOOL

Survey Summary

June, 1976

A random sample of staff at Hart Junior High School was surveyed on June 8, 1976. Twenty-four teachers, counselors and administrators were interviewed.

In answer to the opening question "Are you aware of the Three Junior High Schools Project?", twenty-three persons responded "yes" and only one "no". As evidence of the project's operation at Hart, ten staff members pointed to the Everyone Read Program and eight mentioned the reading workshops; in addition, the Art Demonstration program, other workshops, written materials and the newsletter were cited as project components. When asked to state the goals of the project, seven people thought that the overall goal of the project was to improve students' reading skills; six others pointed to goals which were process related, including "increasing understanding between administrative team and faculty" and "improving operation of the building."

When asked specifically about the Sustained Silent Reading Program (Everyone Read), twenty-two persons indicated that they had participated in the program. Twenty of those interviewed expressed the goal of the program as raising interest in reading so that children will read more; four others saw the goal as improving reading skills. All twenty-four staff persons interviewed supported the continuance of the SSR program for the next year.

Out of the twenty-four individuals interviewed, twelve had attended at least one or more of the Reading in the Content Area workshops led by Eugene Austin. Most viewed Mr. Austin's goals as making every teacher a reading teacher by providing some methods and techniques for classroom use. Twenty said they would like to have additional workshops in teaching reading, if they would be more specifically directed toward the courses taught at Hart.

Next, those interviewed were asked about the paper planning process coordinated by Dr. Harper's administrative assistant. All of those interviewed were familiar with the questionnaires used and most had completed them. When asked about the purpose of the process, all of those queried responded with answers which directly related to the overall goals of the project (problem-solving, teacher in-put on program, understanding process, identifying problems, improve decision making, planning, and so forth). A majority of those interview then stated that the data collected should be compiled or summarized, brought back to the faculty and then organized and implemented as policy.

Sixteen staff out of the twenty-four surveyed were aware of the mini-grant to the Art Demonstration Program. Several of those interviewed commented that the program offered assistance to teachers in the building and provided services to the faculty and community, in addition to providing talented art students with advanced skills.

Seventeen persons interviewed could name one or both of the site coordinators for the project.

The following conclusions may be drawn from the survey at Hart:

1. The project has visibility.
2. The overall goals of the project are not apparent to most staff at Hart.
3. The Sustained Silent Reading Program has been very successful and should be continued.
4. The paper planning process may serve as a vehicle for a beginning systematic planning and management process at Hart.
5. Site Coordinators are visible.

APPENDIX B

BUILDING A NETWORK OF MUTUAL SELF-HELP AND SUPPORT
IN THREE JUNIOR HIGH SCHOOLS

SITE COORDINATOR

Qualifications:

1. Participate in a minimum of one of the training sessions sponsored by the Three Junior High Schools Project on problem-solving.
2. Spend 3-5 hours per week (either before or after school or on weekends).
3. Attend bi-weekly staff meetings at A.R.E.

Job Responsibilities:

1. Serves as liason between A.R.E. and the junior high school:
   - A. Assist in coordination of data collection
   - B. Assist in any polling of faculty through questionnaires, surveys, interviews, etc.
   - C. Keep Project Director informed of any project related activities and developments.
2. Serves on school-project team to plan, implement, document and evaluate program:
   - A. Meets with administrative team, Project Director and consultant regularly in school to coordinate program.
   - B. Represents teacher/counselor input at those meetings.

APPENDIX C

Francis JHS Summer MBO Workshop
1975
Reports from Four Working Groups

GOAL/TERMINAL OBJECTIVE

Francis Junior High School will be able to create an atmosphere where the students and staff would rather be in class doing constructive work than anything else.

ENABLING OBJECTIVE

1. Departments will be able to individualize instruction in such a manner that each student will be able to show positive growth via pre and post test.

STRATEGIES

a. There will be department planning sessions.
(work on student input)
b. That the administration schedule in such a manner that there will be time in the daily schedule for the Dept. to accomplish this.
c. That the administration schedule classes such that 7th & 8th, 8th & 9th will take the same class at the same time.
d. Flexible schedule by way of ability determined by diagnostic tests regardless of grade level.
e. Inter-departmental input as to other subject matter.
f. Learning strategies and relevancy (multi-media app., kits, learning stations etc.)

2. Increase student participation in extra-curricular activities.

a. Determine what activities each staff member can supervise.
b. Determine what activities the students desires.
c. Schedule extra-curricular activities with the weekly schedule.
d. Present assemblies depicting progress or events in the extra-curricular activities.

3. Reward system

a. Perfect attendance (monthly basis).
b. Class conduct (keep sheets used last year).
c. Citizenship
d. Achievement
e. Rewards may be in the form of canteens, movies, refreshments.

GOAL

To foster within the Francis faculty a greater degree of unity in the development and implementation of a progressive program for student growth.

OBJECTIVE

That faculty and staff show growth in the area of communicating with each other. This growth will be measured by a scale and questionnaire administered at the beginning and end of a prescribed period of time.

STRATEGIES

1. Develop a rating sheet on which each staff member can rate himself/herself on his/her communication skills (for his/her personal use).

2. Communication captains - persons to be responsible for sharing information with others on their floors.

3. Persons who attended this workshop can work to encourage the free expression of concerns and opinions by all in faculty meetings.

GOAL

Establish an environment which will be conducive for quality education.

OBJECTIVE

Decrease tardiness at Francis to less than 1% of the total student body -- average daily attendance.

STRATEGIES

Meaningful

(a) Detention Hall - pm
(b) Call Home
(c) If the teacher wants the student to come up -- send him.
(d) Counseling

Objective - increase achievement

STRATEGIES

Preparedness

GROUP 4

TERMINAL

Building climate and student-teacher relationship will be improved.

OBJECTIVE

To develop solutions to the following problems:

(a) Halls
(b) Stairways
(c) Bathrooms
(d) Tardy Hall
(e) Consistency

TACTICS

1. Teachers will assume active duty outside classrooms during the passing of classes with 100% participation. 75% participation will be acceptable.

2. To help instill in students a sense of self-pride, self-value, self-responsibility and school involvement, a ninth grade hall monitor group will be formed.

3. To facilitate movement, all stairways will be two-ways.

4. All lavatories will remain open the entire day.

STAFF DEVELOPMENT APRIL 27, 1976

Reports from Groups I Through V - MBO Workshop on 4/7/76*

Group I J. L. - Chairperson

Terminal Objective: Instruction for students will be individualized in such a manner that each student will exhibit positive growth.

Enabling Objectives: Each department should list the skills required for each course.

Strategies:

1. Each department should develop or choose a test to determine which skills the student possesses.
2. Develop learning stations, learning activity packages, the contract and audio-visual aids.
3. Departments explore the possibility of multi-level scheduling. The modular approach should also be examined.

Group III

Group Title: Improving Building Climate and Student-Teacher Relationships

Terminal Objective: Building climate and student-teacher relationship will be improved.

Enabling Objectives: There will be stress on student responsibilities and rights.

Strategies

1. The faculty and administration will meet and discuss student responsibilities in light of the present policies and procedures of the Francis Administration.
2. Student responsibilities and rights will be incorporated in the student handbook.

Enabling Objectives: New student entries will be properly oriented.

Strategies:

1. Homeroom teachers, whenever possible, will meet with student and take him through orientation procedures, prior to first period.

2. A section "buddy-system" will become a part of the orientation program.

Group V

Group Title: Establishing an Environment Conducive to Quality Education

Terminal Objective: Preparedness. Each student will have all implements required by the classroom teacher (pencil, pen, notebooks, etc.).

Strategies:

1. Have a school store where students can purchase supplies--run by students. (8:30 - 9:00 A.M.)

2. Starting 9/13, all unprepared students will be sent to detention hall.

3. After (3) offenses, a conference with parents will be required.

Terminal Objective: Students will complete all subjects at grade level.

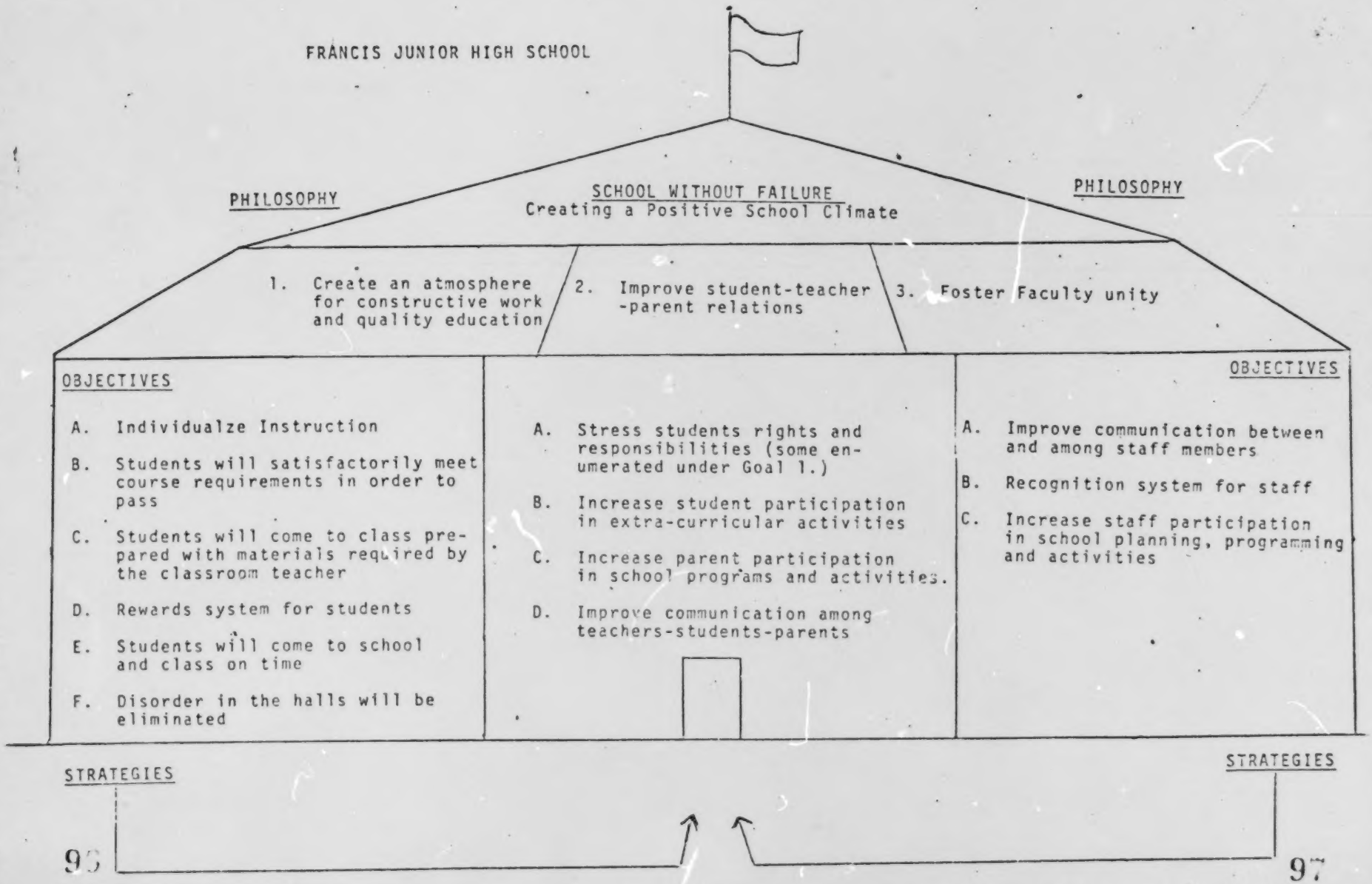
Strategies:

1. Special scheduling for students having to make up a subject.

2. Early classes for seventh hour teachers (free period). Also for first hour free students. teachers to stay one hour later.

3. A year course to be made up in one semester (A.M. and P.M. courses).

*No report received from Groups II and IV.


FRANCIS JUNIOR HIGH SCHOOL
PHILOSOPHY
SCHOOL WITHOUT FAILURE
Creating a Positive School Climate
PHILOSOPHY
1. Create an atmosphere for constructive work and quality education
2. Improve student-teacher -parent relations
3. Foster Faculty unity
OBJECTIVES
A. Individualze Instruction
B. Students will satisfactorily meet course requirements in order to pass
C. Students will come to class prepared with materials required by the classroom teacher
D. Rewards system for students
E. Students will come to school and class on time
F. Disorder in the halls will be eliminated
A. Stress students rights and responsibilities (some enumerated under Goal 1.)
B. Increase student participation in extra-curricular activities
C. Increase parent participation in school programs and activities.
D. Improve communication among teachers-students-parents
OBJECTIVES
A. Improve communication between and among staff members
B. Recognition system for staff
C. Increase staff participation in school planning, programming and activities
STRATEGIES
STRATEGIES

Strategies (Tasks) Related to Goals and Enabling Objectives

GOAL 1. Create an atmosphere for constructive work and quality education.

Enabling Objective A. Individualize instruction for each course taught at FJHS

Strategies

- each department will list skills required for each course
- each department will develop or choose a test to determine which skills the student possesses
- each course teacher will develop learning stations, learning activity packages, contracts and audio visual aids to teach the skills required
- departments will explore possibility of multi-level scheduling
- the modular approach will be examined
- inter-departmental input will be obtained to plan and coordinate the instructional program

Enabling Objective B. Students will satisfactorily meet course requirements in order to pass

Strategies

- strategies for individualizing instruction will be carried out (Enabling Objective A)
- students will be informed of class requirements for passing in September
- teachers will apprise students of their progress periodically
- teachers will periodically remind students that make-up courses will not be offered through special scheduling
- students who fail will be encouraged to make up courses in summer school

Enabling Objective C. Students will come to class prepared with materials required by classroom teachers

Strategies

- school store will be open where students can purchase supplies - run by students (8:30 - 9:00 A.M.)
- contracts will be signed by all students in September

that they will bring required materials to school or be sent home; copies of the contracts will be sent to parents to be signed and returned

Enabling Objective D. A rewards system for students will be established

Strategies

- rewards will be made to students for:

  perfect attendance
  positive class conduct
  good citizenship
  scholastic achievement

- rewards may be in the form of canteens, movies and refreshments

- end of the year awards assembly will recognize outstanding student behavior

Enabling Objective E. Students will come to school and to class on time

Strategies

- A.M. - students will be sent directly to class as soon as they arrive with a pass from 108

- teachers will assume active duty outside classroom during passing, with 100% participation

- a ninth grade hall monitor group will be formed

- lavatories on the 2nd and 3rd floors will be open five minutes during passing to class; lavatories on the first floor will be open all day

- detention hall will be held P.M. for students tardy to school and to class

Enabling Objective F. Disorder in the halls will be eliminated

Strategies

- strategies for ending tardiness will be carried out (Enabling Objective E)

- students in halls during class time will have passes

- building passes will be held to a minimum

- students will use sign-out sheets when leaving class during class time

- daily sign-out sheets will be provided by the office, monitored by classroom teachers and reviewed periodically by administrators

GOAL II Improve student-teacher-parent relations

Enabling Objective A. Students rights and responsibilities will be stressed

Strategies

- faculty and administration will review Student Handbook and Student Bill of Rights, and this document
- Student Handbook will be updated
- all students will be properly oriented to responsibilities and rights by all staff members
- a section "buddy system" will become part of the orientation program
- ninth grade student council members will assist in orientation of the seventh grades

Enabling Objective B. Student participation in extra-curricular activities will be encouraged

Strategies

- staff will determine what activities can be offered
- extra-curricular activities will meet weekly
- progress or events in extra-curricular activities will be presented at PTSA meetings

Enabling Objective C. Increase parent participation in school programs and activities

Strategies

- meeting sites for PTSA meetings will be convenient to parent population
- parents will be advised of school programs and activities in advance

Enabling Objective D. Improve communication among teachers - students-parents

Strategies

- strategies to increase parent participation in school programs will be carried out (Enabling Objective C)
- parents will be encouraged to visit school to meet staff

- parent will sign report cards and return them to school
- tests will be sent home for review and signature of parent and filed by subject teacher
- weekly assignment sheets will be maintained by students to be taken home and signed by parents weekly
- telephone communication between parents and teachers will be encouraged regarding student failures, absenteeism and/or other problems
- parents will be provided with copies of the school philosophy, goals, objectives and strategies

GOAL III Foster faculty unity

Enabling Objective A. Improve communication between and among staff members

- rating sheet that staff member can use to rate himself/herself on communications will be provided
- communication captains will be designated -- persons to be responsible for sharing information with others on their floor

Enabling Objective B. Recognition system for staff will be established

- joint committee of teachers and administrators will establish criteria and methods of selection

Enabling Objective C. Increase staff participation in school planning, programming and activities

- departments will meet second Wednesday of each month
- joint committee of teachers and administrators will be established to develop means for evaluating whether the goals of the school program have been reached based upon a determined timetable
- staff will participate in any revision of the school plan based upon the results of the evaluation

SCHOOL WITHOUT FAILURE -- FRANCIS JUNIOR HIGH SCHOOL

Please indicate your agreement with the strategies listed below by placing a ✓ in the box under "Agreement." Indicate your commitment to implementing the strategies by placing a ✓ in the box under "commitment".

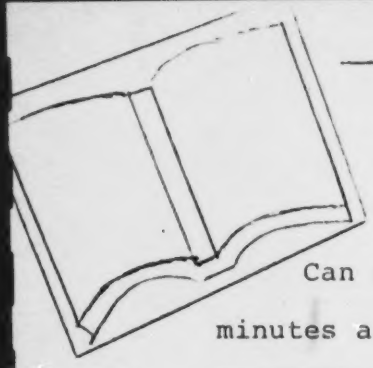
When you have completed the list of strategies showing your agreement and commitment, please sign this sheet and return it to Mr. Geiger.

GOALS ---- OBJECTIVES ----STRATEGIES	AGREEMENT	COMMITMENT
GOAL I: Create an atmosphere for constructive work and quality education		
ENABLING OBJECTIVE A. Individualize instruction for each course taught at FJHS		
• each department will list skills required for each course	28	18
• each department will develop or choose a test to determine which skills the student possesses	26	16
• each course teacher will develop learning stations, learning activity packages, contracts and audio-visual aids to teach the skills required	19	10
• departments will explore possibility of multi-level scheduling	21	8
• the modular approach will be examined	17	
• inter-departmental input will be obtained to plan and coordinate the instructional program	22	13
ENABLING OBJECTIVE B. Students will satisfactorily meet course requirements in order to pass		
• students will be informed of class requirements for passing in September	25	23
• teachers will apprise students of their progress periodically	26	25
• teachers will periodically remind students that make-up courses will not be offered through special scheduling	22	16
• students who fail will be encouraged to make-up courses in summer school	22	18
ENABLING OBJECTIVE C. Students will come to class prepared with materials required by classroom teachers		
• school store will be open where students can purchase supplies - run by students (8:30 - 9:00 A.M.)	21	
• contracts will be signed by all students in September that they will bring required materials to school or be sent home; copies of the contracts will be sent to parents to be signed and returned	21	10
ENABLING OBJECTIVE D. A rewards system for students will be established		
• rewards will be made to students for: perfect attendance; positive class conduct; good citizenship; scholastic achievement	24	
• rewards may be in the form of canteens, movies and refreshments	21	
• end of the year awards assembly will recognize outstanding student behavior	23	
ENABLING OBJECTIVE E. Students will come to school and to class on time		
• A.M.-students will be sent directly to class as soon as they arrive with a pass from 108	24	12
• teachers will assume active duty outside classroom during passing with 100% participation	26	18
• a ninth grade hall monitor group will be formed	18	
• lavatories on the 2nd and 3rd floors will be open five minutes during passing to class; lavatories on the 1st floor will be open all day	21	
• detention hall will be held P.M. for students tardy to school and class	21	
ENABLING OBJECTIVE F. Disorder in the halls will be eliminated		
• students in halls during class time will have passes	28	25
• building passes will be held to a minimum	27	25
• students will use sign-out sheets when leaving class during class time	25	14
• daily sign-out sheets will be provided by the office, monitored by classroom teachers and reviewed periodically by administrators	20	11

GOAL II: Improve student-teacher-parent relations		
ENABLING OBJECTIVE A. Students rights and responsibilities will be stressed		
• faculty and administration will review Student Handbook and Student Bill of Rights, and this document	24	15
• Student Handbook will be updated	23	
• all students will be properly oriented to responsibilities and rights by all staff members	27	24
• a section "buddy system" will become part of the orientation program	21	13
• 9th grade student council members will assist in orientation of 7th grades	21	
ENABLING OBJECTIVE B. Student participation in extra-curricular activities will be encouraged		
• staff will determine what activities can be offered	25	14
• extra-curricular activities will meet weekly	17	
• progress or events in extra-curricular activities will be presented at PTSA meetings	22	
ENABLING OBJECTIVE C. Increase parent participation in school programs and activities		
• meeting sites for PTSA meetings will be convenient to parent population	26	
• parents will be advised of school programs and activities in advance	24	
ENABLING OBJECTIVE D. Improve communication among teachers-students-parents		
• parents will be encouraged to visit school to meet staff	22	
• parent will sign report cards and return them to school	24	
• tests will be sent home for review and signature of parent and filed by subject teacher	19	13
• weekly assignment sheets will be maintained by students to be taken home and signed by parents weekly	16	9
• telephone communication between parents and teachers will be encouraged regarding student failures, absenteeism and/or other problems	28	21
• parents will be provided with copies of the school philosophy, goals, objectives and strategies	22	
GOAL III Foster faculty unity		
ENABLING OBJECTIVE A. Improve communication between and among staff members		
• rating sheet that staff member can use to rate himself/herself on communications will be provided	22	10
• communication captains will be designated--persons to be responsible for sharing information with others on their floor	21	
ENABLING OBJECTIVE B. Recognition system for staff will be established		
• joint committee of teachers and administrators will establish criteria and methods of selection	20	
ENABLING OBJECTIVE C. Increase staff participation in school planning, programming and activities		
• departments will meet second Wednesday of each month	19	13
• joint committee of teachers and administrators will be established to develop means for evaluating whether the goals of the school program have been reached based upon a determined timetable	18	
• staff will participate in any revision of the school plan based on the results of the evaluation	26	13

SIGNATURE DATE

APPENDIX D



Can a school of 1900 students be completely quiet for 15 minutes a week? This is what's happening at Hart Junior High School during the "Everyone Read" program.

The "Everyone Read" program was started in an attempt to develop interest in reading. It was felt that as students become more interested in reading, they would become more proficient in reading.

Students, teachers and administrators spend 15 minutes a week reading silently. Students are urged to bring their own reading materials but some paperback books and magazines were distributed to each classroom for their use. Some teachers have instituted a discussion period after the silent reading period to talk about the material read.

The response to this program by students, teachers and administrators has been tremendous. When asked for comments on the program, many teachers and students wanted to spend more time reading. Other teachers said that students were rushing to class to get their books and the librarian said there was an increase in circulation.

We at Hart Junior High School are excited about reading.

HART JUNIOR HIGH SCHOOL

Problem-Solving Process — Focus: Reading

A National Institute of Education funded project on problem-solving has been operating at Hart, Francis and Gordon Junior High Schools during the past school year. At Hart, two program components have been the Sustained Silent Reading Program (Everyone Read) and the Teaching Reading in the Content Area Workshops. These components, while focusing on the problem of reading, are only two strategies aimed at raising student interest in reading and providing some new methods for teaching reading.

It is apparent that these programs are only a beginning in trying to solve the problem of illiteracy and/or poor reading skills. What is needed is a plan for the whole school, designed to raise reading levels of all students, to help teachers do that and to measure how effectively it has been done.

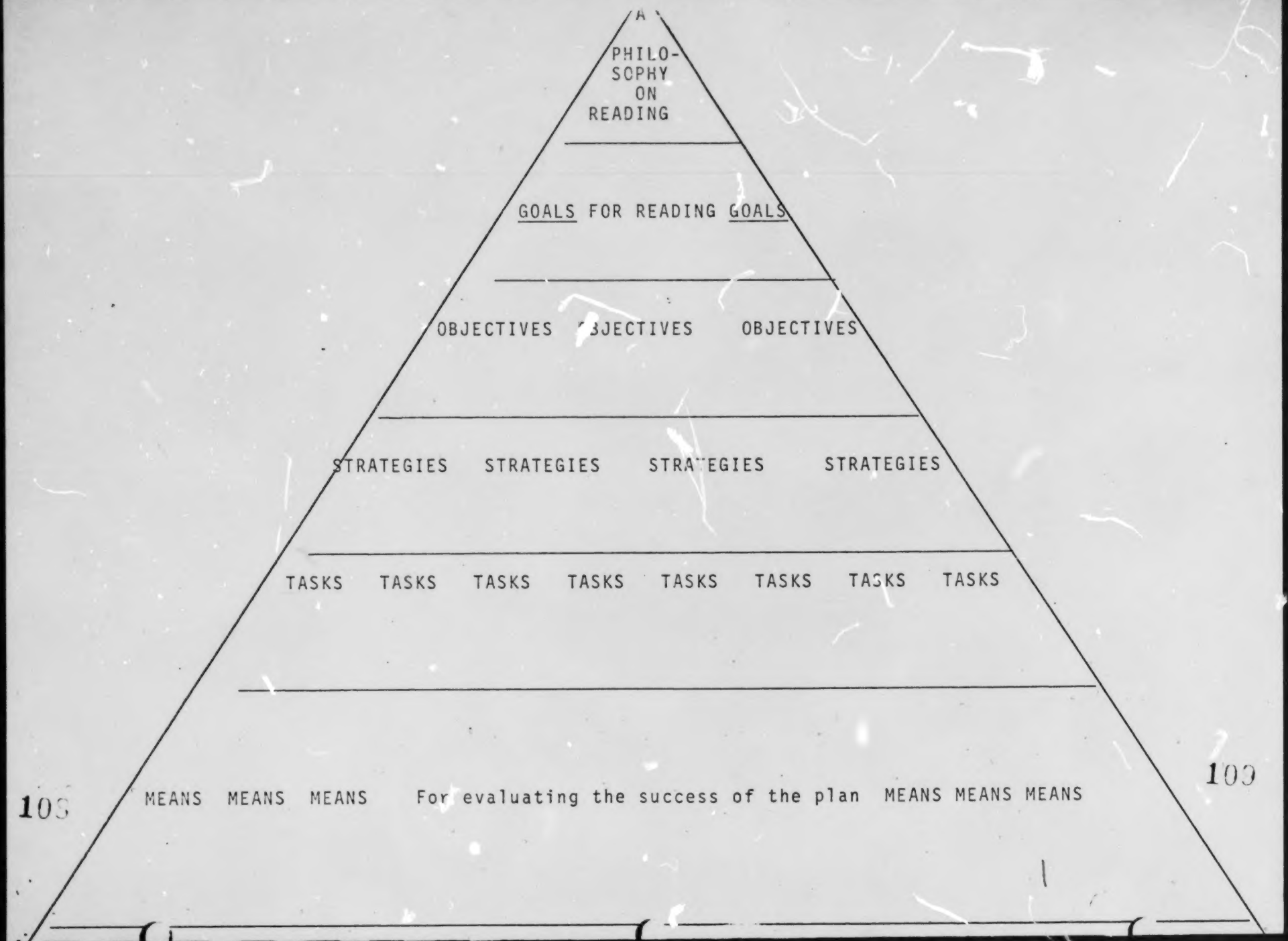
We propose to design a plan as shown in the accompanying chart. The philosophy, goals and objectives would be drafted in a planning session in August, by:

1. A group of teachers and administrators from Hart, including representation from the SCAC.
2. Representation from the local board
3. Reading consultants and staff from Associates for Renewal in Education, who are directing the N.I.E. project.

This draft would then be mailed to the total Hart faculty with a request to return it with suggestions, changes etc. Upon agreement, the faculty would begin to devise strategies and specific tasks to meet the goals and objectives early in September.

Possibly, the new seventh grade class at Hart would be used as a target group to be monitored closely during their Hart careers --to be tested regularly in order to both evaluate the plan and to help revise and redisign the plan in order to meet actual needs.

By the end of the school year, June 1977, the program design should be completed, implemented, and evaluated to determine effectiveness, and assess the need for modification.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HART JUNIOR HIGH SCHOOL
601 Mississippi Avenue, S. E.
Washington, D. C. 20032

August 10, 1976

MEMORANDUM

TO: All Faculty Members

FROM: Dr. Thomas Harper, Principal
Hart Junior High School

RE: Proposals: School Philosophy, Goals, and Objectives

Inevitably, "all good things must come to an end"... so it seems to be the case with the summer vacation. I sincerely hope that each of you has had a pleasant and enjoyable vacation thus far and will soon be ready to begin another school year with a concentrated effort to upgrade the entire program at Hart...beginning at 10:00 a.m. September 2nd.

While some of you may have spent the past eight weeks lounging and relaxing, a task force, consisting of some members of the S.C.A.C., steering committee, local board, and yours truly, has been working on a proposal for the school that will involve and affect everyone. The suggestions and recommendations of the task force are enclosed for your perusal and response.

The overall purpose of this proposal is to improve the instructional program at the "House of Hart."

Rationale

It is obvious that we must improve on what we have done in the past three or more years. This is evident when we look at the statistics and outcomes regarding our clients.

*numerous suspensions
*high rate of tardiness
*numerous disciplinary cases
*lack of an educational philosophy
*lack of homework
*high rate of truancy
*high incidence of failure
*lack of educational direction

In addition to the above, this system is apparently going to embrace a competency based curriculum.

All Faculty Members
August 10, 1976

Each of you realizes that no super structure should be attempted until the foundation has been laid. This is one of many efforts in laying that foundation. We must have plans if we are to alleviate the problems. In order to have effective plans, we must have a philosophy, some goals, objectives, strategies, and methods of implementation and evaluation.

If we sincerely intend to save the future generations, we, the educators of today, must surely give our clients our optimum effort in developing their tool skills, e.g., reading, arithmetic, and writing. I expect all teachers to teach every child to read. All teachers should expect every child to learn to read, and every child is expected to learn to read.

We will show this community that we can teach, and that their children (and our students) can indeed learn. Not only will we say this, but we will prove this to all concerned. Such as McDonough 35 High School in New Orleans; Frederick Douglas High School in Baltimore; Dunbar High School in Washington, D. C., and Booker T. Washington High School in Atlanta. Their only common denominators have been dedication to education, commitment to the students, and faith in what it was possible to achieve.

Recent major studies seeking answers to questions about students' educational achievement have found the answers everywhere but in the school. James Coleman attributed student achievement to family background; Arthur Jensen, primarily to heredity and race; and Christopher Jencks, mainly to luck.

I submit to you that we can and will make a difference through sound and thorough planning with the continued assistance of the S.C.A.C., Steering Committee, Local Board, and other resources. I shall devote every effort to planning, programming, and supporting the best staff in the city in order that we may produce some of the best students in the city.

Enclosed is a survey form for your comments and opinions of the proposed philosophy, goals, and objectives. Please read the proposals carefully and then complete the survey. We would like to have a revised copy of these proposals for inclusion in the teachers' and students' handbooks when school opens in September. Thus, we would like to consider all suggestions in making the necessary revisions. I must ask that you return the survey in the enclosed addressed, stamped envelope no later than August 16th.

I am looking forward to seeing each of you in the auditorium, at 10:00 o'clock sharp, on September 2nd, and together we will embark on a productive and successful 1976-77 school year. Thank you for your time, recommendations, and cooperation.

Enclosures: (3)
TH/pw

SURVEY FORM

PHILOSOPHY:

_____I agree with the school philosophy as proposed.

_____I agree with the school philosophy, but would like to see the following additions (deletions). PLEASE BE SPECIFIC:

_____

_____

_____I strongly disagree with the proposed philosophy because

PLEASE BE SPECIFIC:

_____

GOALS:

_____I agree with the school goals as stated in the proposal.

_____I agree with the goals but would like to include (or delete) the following: PLEASE BE SPECIFIC

_____

_____

_____I disagree with the goals because,PLEASE BE SPECIFIC:

_____

_____

OBJECTIVES:

_____I agree with the objectives as proposed.

_____I agree with the objectives but would like to add(or delete) the following. PLEASE BE SPECIFIC:

_____

_____

_____I disagree with the objectives because, PLEASE BE SPECIFIC

_____

_____

PROPOSED PHILOSOPHY

We believe that all Hart students on all levels must be provided an adequate education. This education must help to create a positive self-image in students, and it must help students to understand the important nature of knowledge, reality, values, and standards. Emphasis must be placed on the nature of that personal educative experience which leads one to draw upon knowledge and values in leading one's life. We believe that we must develop the mental, moral, and physical powers of the students through a system of study, discipline, and varied learning experiences.

PROPOSED GOALS

General education should provide an understanding of one's cultural heritage, ethical values, scientific generalizations, and aesthetic conceptions, as well as insight into our social institutions.

1) To develop a personal ethical code which is consistent with the ideals of democracy.
2) To participate actively in the affairs of society at all levels.
3) To understand our culture and try to foster international peace.
4) To understand common phenomena in the physical environment and especially the methods of the scientist.
5) To be able to communicate effectively.
6) To attain satisfactory emotional adjustment.
7) To maintain one's own health.
8) To understand and enjoy aesthetic experiences and to share in some creative activity.
9) To have a satisfying family life.
10) To select an occupation realistically.
11) To think critically.
12) To achieve synthesis, learn broad concepts, basic terminology and methods of thought in various disciplines.
13) To explore different areas of learning.
14) To nurture intellectual curiosity.

PROPOSED BEHAVIORAL OBJECTIVES

1) To raise reading scores one grade level (minimum) on the part of 80% of our students by June 1977.
2) To raise mathematics scores one grade level on the part of 80% of our students by June 1977.
3) To increase attendance at P.T.A. meeting by 50% over the past year.
4) To increase attendance at local board meetings, etc., by 20% over the past year.
5) To enhance writing proficiency.
6) To enhance oral expression.
7) To decrease the truancy rate by 30% less than last year.
8) To reduce tardinesses by 75% less than last year.
9) To reduce disciplinary cases by 50% as compared to last year.
10) To reduce rate of failure by 50% as compared to last year.

APPENDIX E

GORDON JUNIOR HIGH SCHOOL

PHILOSOPHY

Communication among staff at Gordon Junior High School centers on the educational program, its improvement and successful implementation.

Negative kinds of communication and/or poor communication policy and procedures only detract from and even destroy an educational program.

Therefore, unprofessional and disruptive communication is not practiced, so that staff energies can be devoted to the education of the students at Gordon Junior High School.

GORDON JUNIOR HIGH SCHOOL

GOAL: To use the daily bulletin as a written means of communication among staff and students

OBJECTIVES:
1. To identify informative purposes of daily bulletin for staff and students
2. To set procedures for informational input and output of daily bulletin
3. To effect timely publication of daily bulletin
4. To provide for emergency, last minute changes in bulletin content
5. To have homeroom and classroom teachers assume responsibility of advising students of appropriate bulletin items which apply to them

STRATEGIES:
1. Communication of purpose of bulletin to staff, i.e., bulletin is issued for adult staff only, at opening meeting and reinforced at subsequent staff meetings
2. Communicate purpose of bulletin to handbook
3. Publish activities for coming week in bulletin of Wednesday of a given week
4. All items submitted for daily bulletin must be submitted to administrative aide by noon of previous day for approval by principal
5. Special bulletins issued for major policy changes to be filed in teachers handbook
6. Pupil accountancy - list transfers and entries of previous week in bulletin of 1st school day of following week

TASKS:
1. Place purpose of procedures for daily bulletin (including all of above) in teachers handbook
2. Communicate purpose and procedures of bulletins at opening faculty meeting
3. Follow procedures carefully

EVALUATION:
1. Obtain student and staff reactions to daily bulletin and procedures regularly and respond to them

GORDON JUNIOR HIGH SCHOOL

GOAL: To have all persons at GJHS addressed with the worth, honor, and consideration they deserve as human beings without regard to job classification or class distinction

OBJECTIVES:
1. To establish rationale for eliminating class distinctions in dealing with people
2. To establish agreement in the value of treating everyone with dignity
3. To provide opportunity to examine actual incidents of people not being treated with dignity
4. To determine types of behavior that offend the dignity of different people
5. To establish agreement in basic behaviors necessary to exhibit respect

STRATEGIES:
1. Conduct survey to determine major offenses
2. Hold training session to impart new information and establish agreements
3. Establish critical drills for correcting misbehavior
4. Establish policy of assigning offenders to corrective session
5. Establish monitory group to review reports of offenses

TASKS:
1. Develop rationale
2. Develop training material
3. Schedule training
4. Organize monitory group
5. Train monitory group
6. Train all personnel

EVALUATION: Set up report periods when progress will be reported to entire building

GORDON JUNIOR HIGH SCHOOL

GOAL

To foster more effective and professional communication among staff members by eliminating gossip.

OBJECTIVES:

1. To establish a clear definition of gossip that the group agrees upon
2. To provide a rationale for eliminating gossip that has value for staff
3. To have each staff person committed to not gossiping about any other staff person
4. To provide substitute behaviors that will redirect energies devoted to gossip and have people exhibit alternative behaviors
5. To foster an attitude that regards gossip as dysfuntional

STRATEGIES:

Hold a training session to get a definition of gossip, identify behaviors which are gossip related, gain commitment of staff to end gossip, identify substitute behaviors and set up a monitoring system.

TASKS:

- Organize training session for all components of staff
- Schedule it
- Develop materials
- Meet with planning group ahead of training session
- Conduct training session

EVALUATION:

After a period of time, the program will be evaluated to see whether incidences of gossip have decreased and substitute behaviors have increased.

GORDON JUNIOR HIGH SCHOOL

GOAL: To foster more effective and professional communication among staff, by eliminating rumor mongering

OBJECTIVES:
1. To establish a clear definition of rumors and rumor mongering.
2. To provide a rationale for eliminating rumor mongering.
3. To have each staff person committed to not starting or spreading rumors.
4. To provide substitute behaviors that will redirect energies formerly used for rumor mongering and have staff exhibit the alternative behavior.
5. To foster an atmosphere that regards rumor mongering as dysfunctional.
6. To have established procedures for checking accuracy of information.

STRATEGIES:
1. Include in the training session on gossip a differentation between gossip and rumor mongering - also gain staff commitment to ending it, identifying substitute behaviors and setting up a monitoring system.
2. Establish clear procedures for distribution and dissemination of information to staff.
3. Provide clear policy communication with easy verification.

TASKS:
1. Organize training session to include all staff components
2. Schedule training session
3. Develop materials to reach objectives
4. Plan training session with group
5. Hold training session
6. Update teacher handbook on school policy and provide a system for continuous review and update of handbook through school year

EVALUATION There will be follow up observation as to whether rumor mongering has decreased

GORDON JUNIOR HIGH SCHOOL

GOAL:	To foster an atmosphere of trust between administration and faculty so that people can communicate concerns without fear of punitive measures.
OBJECTIVES:	1. To establish a rationale for creating an atmosphere of trust among the staff. 2. To define the punitive measures which inhibit an attitude of trust and prevent free communication. 3. To identify the components of a trust relationship. 4. To gain staff commitment to open, unthreatening person to person communication.
STRATEGIES:	1. Survey staff on pervasiveness of trust/fear relationships. 2. Hold training session on non-threatening communication.
TASKS:	1. Develop survey items. 2. Develop training session materials. 3. Schedule training session and survey. 4. Conduct survey and training session.
EVALUATION:	Follow-up survey with report.

GORDON JUNIOR HIGH SCHOOL

GOAL: To have guidelines for each category of staff and to hold each person within a given category accountable to those guidelines.

OBJECTIVES:

1. To establish guidelines for the following categories of staff:

   building and grounds (engineers, custodians, laborers)
   food services (cafeteria manager and supordinates)
   school community aides
   attendance aides
   principal and assistant principals
   teachers
   administrative aides

2. To evaluate staff on basis of guidelines (evaluations are required for all staff)

STRATEGIES:

1. Compile and maintain guidelines for all categories of staff.

2. Circulate and then monitor category guidelines for staff falling within that category

TASKS:

1. Copies of guidelines collected and maintained by head of school.

2. Circulation and monitoring administered by head of school.

3. Execution of required evaluations by head of school.

EVALUATION: Evaluation of head of school by regional superintendant.

GORDON JUNIOR HIGH SCHOOL

FOCUS ON COMMUNICATIONS

The document on communications was produced by the administrative team and the site-coordinators in response to the survey last spring, and the feedback received from the last faculty meetings of the 1975-1976 school year.

It is the intent of the administration to implement the strategies in order to reach the goals of improved communication.

Your participation in the process is necessary. There are three response areas that require your input today. Please be specific in your response.

There will be a follow-up survey to obtain teacher input in regard to goals #3 and #6.

1. What are your reactions to the document as a whole?

2. List announcements which should be made immediately. (emergency over the P.A. system, and those which are routine) (see page 2)

Emergency announcements

1.
2.
3.
4.
5.

Routine announcements

1.
2.
3.
4.
5.

GORDON JUNIOR HIGH SCHOOL

If you are willing to serve on a committee for planning, monitoring, and evaluating the progress of the tasks undertaken to reach the goals, indicate your specific area of interest with a check mark.

_____Bulletin and P.A. System (pp 1 & 2)

_____Inter-personal communication (pp 3 & 6)

_____Professional accountability (p 7)

NAME _____

(Please drop this in Mr. Duncan's box by the close of school, Friday, September 10. Thank you.)

M E M O R A N D U M October 15, 1976

To: Gordon Junior High School Communication Committee

Bulletin and P.A. System

Shirley Washington
Alyce Hubbard
Beverly Burtnick

Inter-personal Communication

I.A. Thompson

Professional Accountability

Marguerite Howard
Andriana Zizis

Thank you for your response to the questions on the Gordon communications plan.

On Tuesday, October 16, there will be a meeting of the Communication Committee members. You are invited to attend that meeting. It will not last more than thirty minutes. It will be held in the library from 3:15 to 3:45 p.m. An agenda is enclosed for your information.

Since we will be deciding whether to pursue the communications plan any further and also duscussing a program for staff development at Gordon on October 28, it is very important that you attend. The resources of the Three Junior High School project are available to respond to your staff development needs. And teacher input is crucial.

I look forward to meeting you on Tuesday. Mrs. Banks, chair person for Staff Development at Gordon, has been invited to the meeting. Both Mr. Duncan and I will be there to respond to your comments and reactions.

Sincerely yours,

Judy Aaronson
Project Director

ASSOCIATES FOR RENEWAL IN EDUCATION, INC. / 1101 FIFTEENTH ST., N.W., SUITE LL-80/WASHINGTON, D.C. 20005/(202)331-1707

November 4, 1976

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Mr. William W. Duncan, Principal
Gordon Junior High School
35th & T Streets N. W.
Washington, D. C. 20007

Dear Mr. Duncan:

As you may know, the Project Three Junior High Schools on Management by Objectives is nearing the end of Phase II. Project staff are preparing a report on the progress of the programs in each of the three schools during Phase II and developing a proposal for funding for the final Phase III. (Jan.-June, 1977)

Certain objectives were set for the three junior high schools during Phase II. We are now in the process of using performance criteria to evaluate whether the three schools have reached these objectives. Among the objectives for Phase II are:

- the school will have developed a school-wide plan including philosophy, goals and objectives with which the administrative team and faculty are in agreement by November 15, 1976;
- the school will have identified a core of teachers to serve as an MBO committee to work with the administrators on the school-wide plan by November 15, 1976;
- the school will be engaged in the MBO process in relation to the school-wide plan by November 15, 1976;

Built into these objectives are the criteria necessary for evaluation of their attainment. The accomplishment of these objectives by the November 15 deadline is the minimum prerequisite to funding in Phase III. In our reporting to the National Institute of Education, we cannot indicate that Gordon Junior High School has met any of these objectives:

- there is no school plan on which there is administrative and faculty agreement;
- there is no working MBO committee composed of teachers and administrators;

November 4, 1976

- the MBO process is not on-going.

Therefore, we regret to inform you that Gordon Junior High School will not be included in the final Phase III proposal and funding. Project involvement at Gordon will terminate as of December 31, 1976.

It is the belief of our staff and the monitoring staff at N.I.E. that there is not sufficient time in the short period of January - June, 1977 to reach the Phase II objectives and to accomplish the Phase III objectives.

We hope that your experience with this project and with the Associates for Renewal in Education has been beneficial in some way. We have had a learning experience at Gordon, and the data collected will be useful to the National Institute of Education in their problem-solving research. We are only sorry that there are not more funds available and a longer timetable for the accomplishment of goals.

Very truly yours,

Judy Aaronson
Project Director

Brenda Strong Nixon
Executive Director, A.R.E.

cc: Ms. Judy Cherrington, National Institute of Education
Mr. Vincent Reed, Superintendent of Schools, D. C.
Dr. Dorothy L. Johnson, Regional Superintendent

APPENDIX F

MEMORANDUM TO FILES

From: Judy Aaronson

Subject: Planning session for administrative team at Francis JHS

Date: November 17, 1976

Participants: Gary Geiger, Delores Burnett, Dewey Wiseman and Judy Aaronson

In the session which I led, we first differentiated between goals and objectives and then between management objectives and instructional objectives.

Then we began to discuss the goals of the administrative team at FJHS. The three goals identified by the team were:

GOALS: (1) to implement CBC awareness as directed by the Superintendant
(2) to implement/evaluate the school plan
(3) to have all students in every grade achieve (be promoted)

Next we took each goal and turned it into an objective by adding who is responsible, how we know we have accomplished it, what is to be done and when:

OBJECTIVES: (1) By June 1977, the administrative team will implement CBC awareness by helping all teachers write curriculum objectives for each course; by focusing on CBC awareness at (a) staff development session(s).

(2) By June 1977, the administrative team will have the school plan implemented and evaluated by monitoring the MBO Committees so that they: incorporate CBC into the school plan, develop action plans for each objective and set criteria for evaluating the plan; by reviewing the action plans and evaluation designs written by the MBO Committees.

(3) By June 1977, the administrative team will have helped all students in every grade level achieve (be promoted) by requiring that course outlines include requirements for student promotion; by monitoring counselor follow-up [illegible] students who fail; by monitoring the promotion system based [illegible] criteria set by course teachers and the school system; b[illegible]g a case study of the ninth grade failures for the first ad[illegible]eds assessment).

The administrative team divided respon[illegible]in this way:

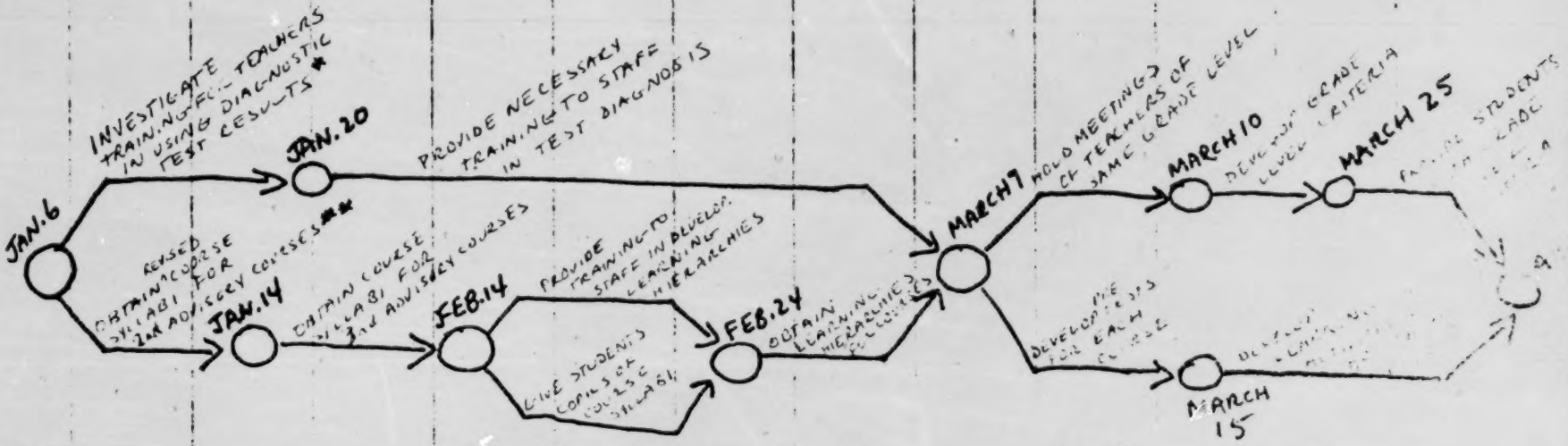
Geiger: School Plan, MBO Committee #3; CBC Requirements: Social Studies; Ninth grade case study coordinator

Burnett: School Plan, MBO Committee #1; CBC Requirements; English

Wiseman: School Plan, MBO Committee #2; CBC Requirements: Math

At our meeting next week, we will do a force field analysis of one of the objectives and develop an action plan for the team.

ACTION PLAN
FOR INDIVIDUALIZING INSTRUCTIONAL PROGRAM AT FJHS


JAN.6
INVESTIGATE TRAINING OFFICE TEACHERS IN USING DIAGNOSTIC TEST RESULTS *
JAN.20
PROVIDE NECESSARY TRAINING TO STAFF IN TEST DIAGNOSIS
REVISED OBTAIN COURSE SYLLABI FOR 2nd ADVISORY COURSES **
JAN.14
OBTAIN COURSE SYLLABI FOR 3rd ADVISORY COURSES
FEB.14
PROVIDE TRAINING TO STAFF IN DEVELOP. LEARNING HIERARCHIES
LINE STUDENTS COPIES OF COURSE SYLLABI
FEB.24
OBTAIN LEARNING HIERARCHIES FOR COURSES
MARCH 7
HOLD MEETINGS OF TEACHERS OF SAME GRADE LEVEL
MARCH 10
DEVELOP FOR GRADE LEVEL CRITERIA
MARCH 25
DEVELOP FOR EACH COURSE
MARCH 15

* MORRISON-McCALL
BOYER
PET
PMT

** SKILLS
BEHAVIORAL OBJECTIVES
ACTIVITIES
EVALUATION

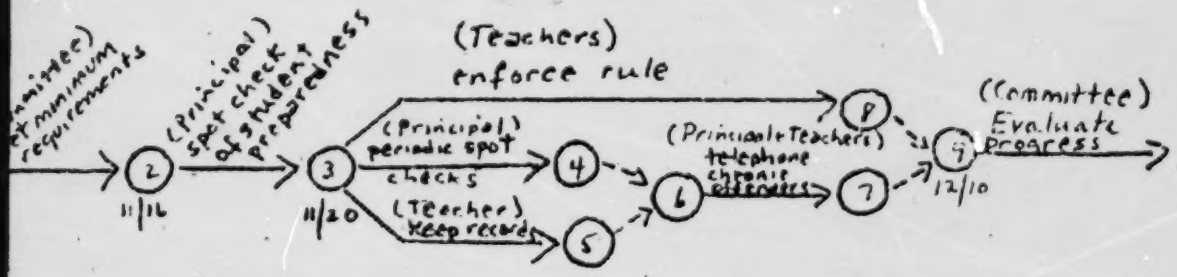
REPORT from MBO Committee on Goal

The MBO Committee on Goal #1: "To create an atmosphere for constructive work and quality education" met Tuesday, November [illegible] at 3:15 p.m. D. Burchard presided; J. Terrell, C. Riddick, J. Landesburg, D. Barnett, B. Jones attended: J. Aaronson from A. R. E. also was present.

Dale reviewed the last committee meeting decisions to let Objectives A-D stand as written in behavioral terms; to change Objective E to read that "student tardiness will decrease by 50% at the end of each advisory compared to the previous advisory"; to indicate that in order to measure progress on Objective F, "disorderly conduct" first must be defined.'

Next the Committee looked at the areas of low staff agreement and commitment in regard to the strategies for implementing Goal #1 objectives. The Committee raised the question of whether staff really understood the purpose of the agreement/commitment sheet. Also they questioned how meaningful the statistics were and said that everyone had a problem with the work "commitment".

Judy Aaronson offered to work with the committee on developing action plans for the Goal #1 objectives. After a general discussion of the Committee's role and the limited time available to committee members, the group decided to do an action plan for objective C: "By January 1977, all students will be coming to class prepared with materials required by classroom teachers (minimum: paper, pencil and textbook)". First a force field analysis of the objectives was done listing the constraining forces and the helping forces in existence which would affect the accomplishment of the objective. From that, an action plan was developed to deal with the negative forces:



PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
FRANCIS JUNIOR HIGH SCHOOL
TWENTY-FOURTH AND N STREETS NW.
WASHINGTON, D. C. 20037

OFFICE OF THE PRINCIPAL

STAFF DEVELOPMENT

December 2, 1976

AGENDA

1. General Presentation -- Mr. Geiger

   What are the components of a complete plan?
   Where are we in terms of completing our school plan?
   How does CBC and CBC awareness fit into the school plan and MBO?

2. Reports by MBO Committees -- Ms. Burchard
   Mr. Quarles
   Ms. Clark

3. Development of Action Plans -- Ms. Aaronson

   Force Field Analysis of an objective
   Setting up the Action plan

4. Evaluation Design -- Ms. Aaronson

   Process Evaluation
   Product Evaluation

5. Questions

FORCE FIELD ANALYSIS (Used at Francis JHS, Dec. 2, 1976 in Staff Development session on developing Action Plans by J. Aaronson)

In developing Action Plans to get a school plan working, you must continuously consider the resources and constraints related to achieving the objective.

One way to do a force field analysis of an objective is to use a chart like the one below:

Objective: By January 1977, disorderly conduct*in the halls will be eliminated.

helping	hindering
--most teachers are now doing hall duty --most teachers agree with the objective --most classes are dismissed orderly --classes are usually dismissed at the proper time	--classes sometimes are dismissed in disorder --some teachers let students out early --some students don't agree with the objective --teachers cannot be on duty 100% --students are not penalized for being tardy --there is no enforcement of the rules on disorderly conduct in the halls --sometimes it is difficult to identify the disorderly student

*disorderly conduct was defined to include: profanity, loud talking, screaming, fighting, running, banging on lockers, pot smoking, cigarette smoking, throwing objects, littering, swinging from objects, etc.

In order to combat the negative or constraining forces, WE NEED TO:

--enforce tardy and class cutting policy

--get all classes to dismiss orderly and on time

--develop a teacher buddy system or other means for teachers to monitor halls

--pinpoint or identify chronic student offenders

--develop a policy for modifying offenders' behavior

--identify areas in school of high disorder

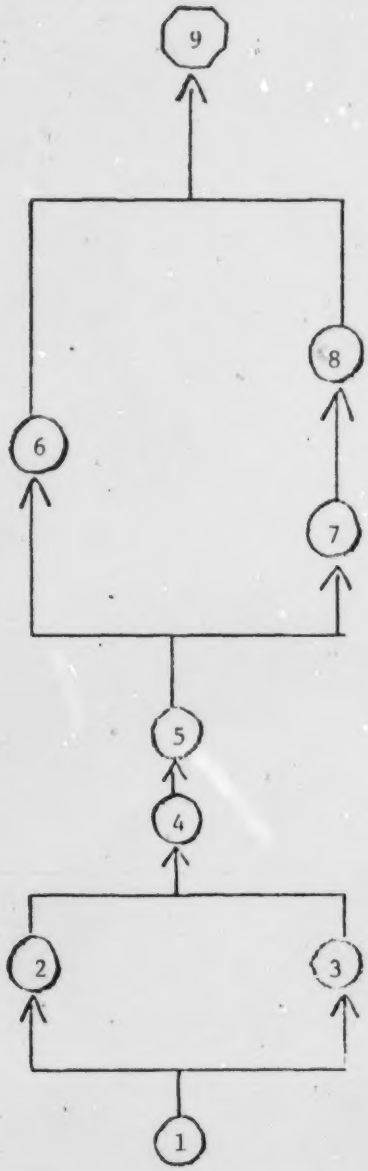
APPENDIX G

ASSOCIATES FOR RENEWAL IN EDUCATION
Junior High School Project in School Management

"MBO for the Classroom Teacher" March 1, 1977

Goals for first class session: (1) to describe convincingly the role and skills needed for effective team planning in a school (2) to practice some of the managerial skills.

Network



Objectives

By the conclusion of the first class session, you will be able to:

1. List the major components of the MBO cycle.
2. Compare the MBO cycle and the CBC instructional cycle.
3. Describe the managerial roles in a local school.
4. Differentiate between the managerial role of the teacher inside and outside the classroom.
5. Given a list of statements, distinguish between goals and objectives.
6. With the help of others, carry out a force field analysis of an administrative goal.
7. Differentiate between administrative objectives and instructional objectives.
8. Write at least two administrative objectives.
9. Develop a management action plan.

March 7, 1971

ASSOCIATES FOR RENEWAL IN EDUCATION

Junior High School Project in School Management

"MBO FOR THE CLASSROOM TEACHER"

Goals for the first half of the second session: (1) to describe the implementation and evaluation components of the MBO Cycle, and (2) to practice some of the managerial skills.

NETWORK

OBJECTIVES

By the conclusion of the second session, you will be able to:

10. Describe the use of an action plan in implementing a planned project.

11. Identify at least three ways to carry out formative evaluation.

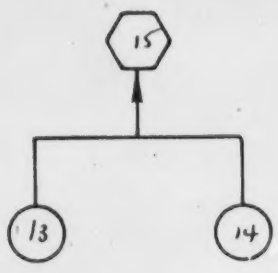
12. Differentiate between formative evaluation and summative evaluation.

LEARNING HIERARCHY

FOR SECTION A

Section A is designed to enable the user of this manual to achieve each of the following objectives in the sequence shown in the Network.

NETWORK



OBJECTIVES:

13 Given a network of a learning hierarchy, identify or name the dependent relationships illustrated in the network.

Reference: Pages 13-39, Ex.A-1

14 Given a network of a learning hierarchy, name the several options a teacher has in selecting the order in which she will teach the objectives.

Reference: Pages 42-45, Ex. A-2

15. Given a learning hierarchy, apply all the rules for reading a learning hierarchy.

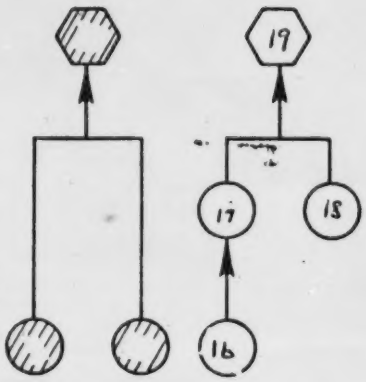
Reference: Pages 47-61, Ex. A-3

LEARNING HIERARCHY

FOR SECTION B

This section is designed to enable you to perform each of the objectives included in this learning hierarchy.

NETWORK



OBJECTIVES:

16. Given a hierarchy network, sketch a Version 4 or Version 5 "Road Map" for the hierarchy.

Reference: Pages 69-76, Ex.B-1

17. Given a hierarchy with a complex network, identify at least four sub-hierarchies and sketch sequential networks that you would hand out to your students.

Reference: Pages 79-84, Ex. B-2

18. Given a hierarchy network, design a record book for monitoring the progress of your students.

Reference: Pages 89-107, Ex. B-3

19. Write a letter or statement describing the function of a Progress Chart.

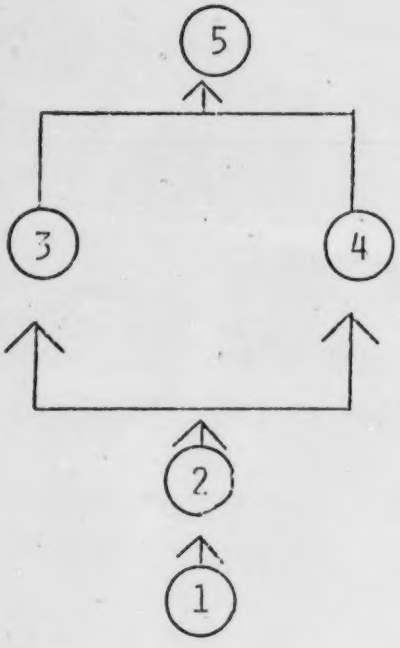
Reference: Pages 89-107, Ex. B-4

APPENDIX H

FIRST SESSION

MANAGEMENT BY OBJECTIVES FOR SCHOOLS
Task Force Training Session

HART JUNIOR HIGH SCHOOL
December 8, 1976, 3:15p.m.



OBJECTIVES

It is expected that you will be able to perform each of the following as we move through the session:

1. List the three components of a complete plan.

2. Describe the characteristics of a philosophy, goals and objectives.

3. Given a list of statements, distinguish between philosophy and goals

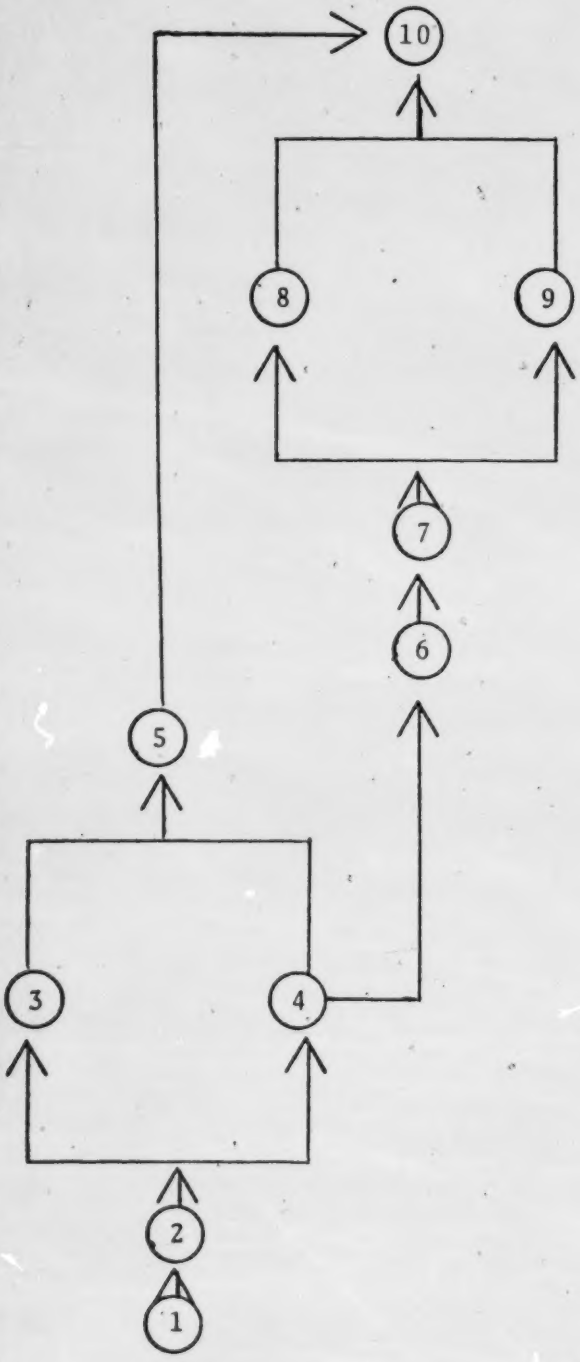
4. Given a list of statements, identify those which have all the characteristics of an objective and those which do not.

5. With the help of the others, criticize the Hart school plan in terms of the new definitions of terms philosophy, goals and objectives.

MANAGEMENT BY OBJECTIVES FOR SCHOOLS
TASK FORCE TRAINING SESSION

HART JUNIOR HIGH SCHOOL
January 11, 1977, 3:15P.M.

a



OBJECTIVES

It is expected that you will be able to perform each of the following as we move through the session:

6. With the help of others, carry out a force field analysis of a school-wide objective

7. With the help of others, develop an action plan for the school-wide objective.

8. Identify at least two ways for monitoring the implementation of the action plan.

9. Differentiate between process evaluation and product evaluation.

10. With the help of others, plan the revision of the Hart Junior High School plan.

APPENDIX I

ASSOCIATES FOR RENEWAL IN EDUCATION

Junior High School Project in School Management

Course: Developing Reading Objectives and Learning Activities For Your Classes

Instructors: Dr. Annie W. Neal
Dr. Portia H. Shields

This course is designed to assist you in defining specific reading skills related to your content area. Emphasis will be on writing behavioral objectives for the reading skills and preparing instructional tasks and strategies to attain objectives within the content area.

TEXT: Cook, J. Marvin, The Successful Teacher: A Systematic Approach, Columbia, Md.: Globe Publishers, Inc., 1976.

Behavioral Objectives:

Who: Hart and Douglass JHS Faculty (H.U. & U.D.C. Instructors)

I. At the end of the course each student will be able to construct behavioral objectives in the particular content area with four essential components.

Enabling Activities

1.0. Read in The Sucessful Teacher , Section A: "Instructional Objectives With Learning Hierachies" pp 11-67.

and

1.1. Writing Behavioral Objectives

or

1.2. How to Meet Accountability With Behavioral Objectives and Learning Hierachies

or

1.3. Stating Behavioral Objectives For Classroom Instruction

or

1.4. Preparing Instructional Objectives

or

1.5. Effective Teaching Strategies With Behavioral Outcomes

Using these references note the following:*

- a definition
- essential components
- necessary jargon
- likenesses and differences among authors

*reference forms shall be provided

Using references and text construct a sample objective for this course (individually or in small groups), and Identify the four components of behavioral objectives as described and construct five behavioral objectives related to the performance tasks for your content areas as described in " A Design for a Competency Based Curriculum Pre-Kindergarten- Grade Twelve", April, 1976.

Evaluation:

A regular graduate grading scale shall be used for evaluating all competencies.

II. At the end of the course each student will be able to design instructional tasks to teach vocabulary and comprehension in their content area.

Enabling Activities

2.0. Lecturette with demonstration

2.1. Read text: Section B, Teaching Strategies pp 111-152

2.2. Select any reading reference included in the bibliography and adapt to your particular content area an activity designed to improve word attack and comprehension.*

Evaluation:

Same as above.

III. At the end of the course each student will be able to critically evaluate authoritative opinions in the field of reading and the specific content area.

At the end of the course each student will be able to use appropriate references and critically evaluate research and theoretical concerns in reading and the particular contentarea as well.

Enabling Activities

3.0. Select appropriate chapter from texts in bibliography. Note and react to suggestions from three authors as how they would work with Hart students. Defend your opinion.

3.1. Attend reading workshop sponsored by Howard University and the University of the Distict of Columbia. Critique two sessions.
Where: Howard University
School of Education

When: April 2, 1977

Time: 8:30 A.M. - 4:00 P.M.

3.2. Demonstrate individually, a techniqueof teaching reading (vocabulary or comprehension) skill in class.

Evaluation

Same as above

IV. At the end of the course each student will be able to evaluate student achievement of behavioral objectives (performance competencies) using informal measures including criterion reference testing.

Enabling Activitives

4.0. Read text : "Evaluation of Student Achievement" pp 153-191.

4.1. Develop criterion reference test to measure the following skill competencies based on stated objectives from the particular content area -

-analytical skill
-consumer/producer skill
-communication skill
-social and political skill
-self actualization skill

Evaluation

Same as above

APPENDIX J

SUMMARY OF
SURVEY OF HART ADVISORY TASK FORCE MARCH 15, 1977

In order to plan for next year, we are interested in collecting data about task force activites this year: How they are structured.
Whether they helped meet goals.
Whether they contributed to the development of staff managerial skills.

1. Your name 13 of 16 members responded.

2. Your position as a task force member: 9 Department Chairperson 3 SCAC Representative 0 Local Board Member 1 Principal.

3. Committee assignment: 6 Testing or 4 Right to Read.

4. Task Force meetings you attended:
   6 August Meeting: Development of 1976-77 School Plan.
   10 September 8 Meeting: Designing Implementation and Evaluation Strategies.
   10 September 29 Meeting: Designing Strategies for Increasing PTA Participation.
   10 November Meeting: Discussion of Training for Task Force.
   11 December Meeting: Training Session.
   8 January Meeting: Training Session.
   5 February Meeting: Training Session.
   6 March Meeting: Development of Philosophy and Goals for New School Plan.

5. Did you find that: 6 Evening sessions were more convenient.
   7 Afternoon sessions were more convenient.

6. As a task force member, what is your assessment of the school's progress in meeting Goal #1 for this school year (raising the reading levels of the students by one grade level)?
   1 A lot of prgress has been made.
   8 Some progress has been made.
   2 Little progress has been made.
   ___ No progress has been made.

   Why? (See comments on last page.)

7. As a Right to Read Committee Member, what is your assessment of the committee's progress in completing the handbook?
   ___ Completed.
   1 Almost completed.
   ___ Half-way completed.
   4 Just started.
   1 No progress.

   "We never met enough--the same persons did not stick with the Task Force."
   "Too many different activities, no focal point on Right to Read as a specific program."
   "Hard to have meetings, hard to get people to give data."
   "Information was not available."

   Why? ___

8. As a member of the Testing Committee, what is your assessment of the committee's progress in accomplishing its task?
   2 Completed.
   ___ Almost completed.
   1 Half-way completed.
   2 Just started.
   ___ No progress.

9. What is your assessment of the three training sessions presented by Judy Aaronson for the Task Force?
   7 Very helpful.
   4 Somewhat helpful.
   1 Slightly helpful.
   ___ Not helpful at all.

10. How much have the various aspects of the training sessions helped you:

	Has been very Helpful	Has been somewhat Helpful	Has been only slightly Helpful	Has not been Helpful
Agenda Building	5	3	2	0
Problem Identification	6	4	1	0
Problem Solving: Goal Setting	6	6	0	0
Action Plan Development (including force field analysis)	4	5	2	0
Implementation Strategies	5	4	3	0
Evaluation Strategies	5	3	3	1

11. Have you applied any of these skills as:
   a. Task Force Member ___ No ___ Yes; which ones?
      3 Agenda Building.
      7 Problem Identification.
      10 Goal Setting.
      3 Action Plan Development.
      4 Implementation Strategies.
      3 Evaluation Strategies.

   b. Department Chairperson ___ No ___ Yes; which ones?
      4 Agenda Building.
      6 Problem Identification.
      7 Goal Setting.
      2 Action Plan Development.
      2 Implementation Strategies.
      2 Evaluation Strategies.

   c. A SCAC Representative ___ No ___ Yes; which ones?
      ___ Agenda Building.
      ___ Problem Identification.
      ___ Goal Setting.
      ___ Action Plan Development.
      ___ Implementation Strategies.
      ___ Evaluation Strategies.

11. d. A Local Board Member ___ No ___ Yes; which ones?
___ Agenda Building.
___ Problem Identification.
___ Goal Setting.
___ Action Plan Development.
___ Implementation Strategies.
___ Evaluation Strategies.

12. In terms of the MBO Cycle, at what point do you think the school is in terms of dealing with the reading problem at Hart this year?
6 At the planning stage.
3 At the implementation stage.
1 At the evaluation stage.

13. In terms of the MBO Cycle; at what point do you think the Task Force is in developing a school paln for next year?
11 At the planning stage.
2 At the implementation stage.
___ At the evaluation stage.

14. Overall, do you think that the Task Force has had a 9 positive or 1 negative impact upon Hart this school year? Explain. "It/s too early to really see the results of plans made by the Task Force." "Only the members of the Task Force have bee involved. Very little implementation has taken place." "I think the staff has been made aware of the direction in which the school is going." "It has made teachers conscious of goals and behavioral objectives which are important." "We have made great strides in getting the school goal orientated and thinking (continued below)

15. What directions do you think the Task Force should go in order to improve its functioning? "More direct contact with teachers." "For any plan to work, the entire staff must become more involved." "Receive greater input from faculty by becoming more involved with faculty; improve PR." "Implementation of goals and objectives." "Keep up the attempt to get more individuals involved." "More feedback to faculty." "Integrate its goals & objectives with those of the system & meet as regularly as possible." "Make an extra effort to get all of the members to actively participate.

16. Other comments, criticisms, reactions about the Hart Advisory Task Force.
"It should continue but have deadlines & guidelinexposts along the way for the assesment of its effect."
"Task Force meetings conflict with CBC meetingx dates."
"The Task Force is an excellent idea, however, more time should be planned."
"The regular meetings in the evening seemed to have had the interest of more people. It needs continuity for next year."

Please return to Judy Aaronson or to Mattie Colson for tabulation by March 22, 1977.
You will receive a summary of the results.

6. "Awareness has taken place. Not enough evaluation for strengths & weaknesses." "Conscientious efforts of the teachers have been more effective than the Task Force." "Some effort was made to teach reading in all disciplines." "Because many of our teachers are exposing themselves to the science of teaching reading to non-readers." "It is hard to evaluate until we see test scores." "We need test scores." "There was more emphasis on the part of the teacher to improve reading." "At this point, it is rather difficult to ascertain where we stand. We don't have base line scores; little information concerning results of formative test." "No information has been made available." "Without data, I can't respond."

14. "school plan" rather than simply "classroom plan". "The teachers are aware that we are trying." "Because it has made us aware of many aspects of actually getting things done." "Slight so far." "The different groups working together on one common goal has been positive. The feedback from A.R.E. has helped."

SUMMARY OF SURVEY RESULTS

Questionnaires were completed by the majority of Task Force Members. Local board members did not submit their questionnaires. It would be important to find out why this happened. Task Force Meetings were fairly consistently well attended with September through December the best months for attendance; August and February the least well attended. Low attendance in August could probably be explained through unavailability of Task Force Members. Although the February meeting was scheduled at the end of the January meeting, there was no reminder other than an announcement ten (10) minutes before the meeting.

There was no clear preference for afternoon vs. evening meetings - each received about the same number of votes.

It is interesting to note in response to Item 6 that while most people felt progress had been made (1 a lot; 8 some; 2 little), they pointed out that it was difficult to assess the amount of progress. Six of the respondents commented that test data are unavailable and that makes it difficult to know how much progress has been made to date.

Right to Read Committee members agree that they have just started thier work. Test committee members seem to have differing perceptions of that group's work. Two feel that work has been completed; two feel the work has just started. We can speculate that this is a result of a differing understanding of what the committee's work was. Some may have felt the task was simply to administer the tests - therefore, the task is complete. Others understand that the task included analysis of tests to develop future plans; there the work had really just begun. The distressing part of this response is the lack of a clear understanding of the work to be done. All committee members should have been working with the same goal in mind.

Most respondents found the training session conducted by Judy Aaronson to be helpful (7 very; 4 somewhat; 1 slightly; and 1 no response). The issues that Judy covered that appear from the data to be of most use to task foce members were problem identification and goal setting. In both item 10 and 11, those two areas were most frequently cited. In item 10, those two skills were rated very or somewhat helpful. In item 11, those same two skills were cited as the skills most frequently used by respondents either in their role as task force members or as department chairpersons.

In reviewing these two items (10 and 11), it is interesting to see that the skills least focused on throughout the project (Action Plan Development; Agenda Building; Evaluation) are the skills least frequently used by respondents (see item 11) and that are most likely to be considered only slightly useful (see item 10).

In item 12 most respondents (6) seem to feel the school is at the planning stage of the MBO Cycle in terms of dealing with the reading problem at Hart though a few respondents (3) believe the school is at the implementation stage.

Eleven (11) respondents feel that the task force is at the planning stage in the MBO Cycle in developing a school plan for next year; two (2) believe the task force is at the implementation stage. While most people are in agreement on this issue, one does wonder why a few people have a different opinion. The stage of progress should be clear to all while planning and implementation can go on simultaneously.

In response to item 15, future directions for the task force - nine (9) people commented. Of those, six (6) feel that more faculty should be involved with the task force in order to enhance its effectiveness.

36 Responses out of 51

Francis Junior High School June 7, 1977

END OF THE YEAR SURVEY

Now that we have come to the end of the school year, we would like to know your opinion of various aspects of the Junior High School Project in Management by Objectives.

Are you an/a:
- 3 Administrator
- 32 Teacher/Counselor
- ___ Mini-grant Director
- 1 MBO Committee Member
- 1 Librarian

Part I

In September, the implementation of the 1976-77 school-wide plan began and the Career Education mini-grant got underway. We would like to have your opinion on the progress of each of these program components, as well as on other project activities.

1. To help accomplish the school-wide goals and objectives, several activities were undertaken this past school year. We would like to know how much progress was made, in your judgement, on each of the goals and objectives. Please use the chart on the next page to respond.

2. Now that you have indicated how much progress you think has been made on each of the school goals and objectives, we would like for you to tell us how much the following activities contributed to that accomplishment. Please use the chart on Page 3 for your response.

3. Did you know that there are MBO Committees at Francis? 34 Yes 1 No
   Did you know who the two MBO Committee Chairpersons are? 25 Yes 7 No
   Do you know what the purpose of the MBO Committees at Francis is?
   27 Yes 2 No

4. Did you participate in the classroom Lending Library Program (sponsored by J. Landesburg) which grew out of the Cafeteria Reading Program of last year? 15 Yes 21 No

   a. If you answered No. 4 "yes", how successful do you think the program was this year? 3 very successful; 7 somewhat successful 4 not very successful; ___ not at all successful.

5. Do you know what the goals of the Career Ed mini-grant (sponsored by G. Clark) are? 12 Yes 15 Vaguely 8 No

   a. Have you had any direct contact with this mini-grant program? 2 yes, quite a bit; 1 some; 16 none

AMOUNT OF PROGRESS

	NO PROGRESS	A LITTLE PROGRESS	QUITE A BIT OF PROGRESS	NEARLY COMPLETED	COMPLETED
Goal No. 1: to create an atmosphere for constructive work and quality education		2	25	3	1
Objective A: by individualizing instruction through developing behavioral objectives, instructional activities and means for evaluation for each course	1	3	19	0	4
Objective B: by informing all students of course requirements and keeping them informed of their progress		3	19	6	4
Objective C: by having students coming to class prepared with materials (paper-pencil-text)		3	23	4	2
Objective D: by rewarding students for positive behavior	1	11	16	2	3
Objective E: by reducing student tardiness to class and school		7	19	4	3
Objective F: by eliminating disorderly conduct in the halls	2	18	1	5	
Goal No. 2: to improve student-teacher-parent relations	1	6	19	3	1

	NO PROGRESS	A LITTLE PROGRESS	QUITE A BIT OF PROGRESS	NEARLY COMPLETED	COMPLETED
Objective A: by informing students of their rights and responsibilities	1	6	18	3	6
Objective B: by increasing student participation in extracurricular activities	7	14	8	3	1
Objective C: by increasing parent participation in school programs and activities	6	18	7		1
Objective D: by increasing the number of contacts parents-teacher-students	1	7	21	2	2

ACTIVITIES CHART

	CONTRIBUTED A GREAT DEAL	CONTRIBUTED SOMEWHAT	CONTRIBUTED VERY LITTLE	CONTRIBUTED NOT AT ALL	I DID NOT PARTICIPATE
Goal No. 1: "to create an atmosphere for constructive work and quality education"	X	X	X	X	X
a. the process organized by Dee Burnett to obtain course syllabi for all classes	21	5	2		3
b. the action plan developed by MBO Committee #1 to get students to come to class prepared with paper, pencil, and text	20	7	5	1	

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	CONTRIBUTED A GREAT DEAL	CONTRIBUTED SOMEWHAT	CONTRIBUTED VERY LITTLE	CONTRIBUTED NOT AT ALL	I DID NOT PARTICIPATE
c. the opening of the school store for students to purchase supplies in the morning.	15	15	3		1
d. the staff development session planned by MBO Committee #1 on CBC language and skills	13	16	2	2	1
e. the staff development session organized by the administrative team to group students according to skill level It's for next year 3	12	11	2	1	3
f. the course on MBO For The Classroom Teacher taught by Aaronson and Cook	13	2			18
g. the use of student sign-out sheets for leaving the classroom	7	10	7	2	7
h. making the stairways two-way	15	11	3	2	1
Goal No. 2: "to improve parent-student-teacher relations"					
a. the use of weekly assignment sheets maintained by students and signed by parents	12	14	3		4
b. the effort to get parents to sign report cards	9	15	5		3
c. the parent-school project sponsored by	21	13			153

6. During this past school year, Gary Geiger designed and began to implement a program to reduce 9th grade failures:

   a. Do you know about this program? 26 Yes 4 Vaguely 1 No.

   b. If you teach 9th graders who participated in the program, how successful do you think this program has been? 9 very, can see change in students performance and attitude; 11 somewhat, can see some minimal changes in student performance and attitude; 2 not very successful, have not seen any change in student performance and attitude.

   c. Do you think the program should continue next year? 25 Yes 1 No

   If yes, what changes, if any, would you make in the program for next year?

   (see back page)

7. The Junior High School provided Francis with 40 copies of The Successful Teacher by Dr. J. Marvin Cook; most of the copies are in the school library.

   a. Did you know this book was available? 33 Yes 2 No

   b. Have you had a chance to review this book? 20 Yes 15 No

   c. If yes, how useful have you found it to be? 12 Very useful; 7 Somewhat useful; 1 Not very useful; ___ Not at all useful.

Part II

During the past year, the Project Director has worked with the Administrative Team, the MBO Committees, and other staff members on developing MBO planning skills.

1. If you participated in any of these sessions, what is your assessment of the MBO training sessions presented by Judy Aaronson?

   ___ Very helpful
   ___ Somewhat helpful
   ___ Slightly helpful
   ___ Not helpful at all

2. If you participated in any of the training sessions, which MBO skills helped you the most in planning activities? Check all of those that were useful.

   8 Agenda Building
   14 Problem Identification
   20 Goal Setting
   16 Force Field Analysis
   12 Action Plan Development
   15 Implementation Strategies
   11 Evaluation Strategies

Part III

The Junior High School Project was designed to help school staff plan, implement and evaluate programs or processes that would ameliorate problems identified by the staff. We would like your opinion of the merit of this project.

1. Has the project contributed to your knowledge and understanding of the MBO process? 15 Yes, a lot; 11 Yes, some; ___ No, not very much; 2 No, not at all.

2. Has the project or your understanding of MBO contributed to improved planning:

   a. At the classroom level: 11 has contributed a great deal; 7 has contributed some; 3 has contributed a little; 4 has not contributed at all.

   b. At the department level: 12 has contributed a great deal; 9 has contributed some; 10 has contributed a little; 1 has not contributed at all.

   c. At the building level: 14 has contributed a great deal; 13 has contributed some; 4 has contributed a little; 1 has not contributed at all.

3. How important do you think each of the following aspects of the Three Junior High Project has been?

	very important	somewhat important	not very important	not at all important
providing courses/ staff development	23	9		
providing materials	19	10	2	2
working with MBO Committees	14	13	2	1
working with Administrative Team on planning	12	11	1	1

Thank you for your help and cooperation.

Sincerely,

Judy Aaronson

6.C. "Require each parent to visit school and teachers each mid-advisory."

"Begin program with the 8th graders, who are going through so many social, emotional, chemical, physical changes between 13-15 yrs of age."

"Talk it up more and plan for a make-up program."

"More indepth individual account of school work. Regular check by counselor on student progress from start of year."

"I suggest that the program be ready for implementation the beginning of the school year."

"More teacher input into procedure".

"A bouquet of roses to Mr Seiger and particularly Mrs Burnett who worked so diligently and feverishly to involve all faculty members in the program bringing about not only an awareness but RESULTS!"

"Get this program underway from the very beginning of the school year."

"less pressure on teachers to report progress etc. — put overall stress on both students and teachers. I feel good was met, but pupils did not learn more."

"Involve more teachers earlier in the program."

"To implement the program sooner and follow through by evaluation of the progress of each student."

(1)

HART JUNIOR HIGH — END OF YEAR SURVEY — MAY 19, 1977

Now that we have come to the end of the school year, we would like to know your opinion of various aspects of the Junior High School Project in Management by Objectives. Please be candid.

Are you a/an:
- 2 administrator
- 27 teacher
- 3 Task Force member
- 1 Department chairperson
- — SCAC member
- — Double count

N = 31

Part I

In September, the staff at Hart began to implement the school plan. The major effort was to work toward Goal No. 1, "to improve the reading level of 80% of Hart students by one grade level."

To help accomplish that goal, several activities and workshops were undertaken. We would like to know if those activities were useful to you as a classroom teacherand if they contributed to the accomplishment of Goal No. 1.

Check the final column if you did not participate in the activity. (See attached page).

	USEFULNESS IN CLASSROOM				CONTRIBUTION TO GOAL NO. 1				
	Very Helpful	Somewhat Helpful	Not Very Helpful	Not At All Helpful	Contrb. A Great Deal	Contrb. Some-what	Contrb. Very Little	Contrb. Not At All	Did Not Parti-cipate
A. "Intro to Teaching Reading in Every Classroom" - a presentation by Dr. A. Neal, Sept. 3, 1976	7	19	3	0	4	17	2	0	
B. All day sessions with individual teachers - Dr. A. Neal and Dr. P. Sheilds, Sept. 30, 1976; Nov. 18, 1976. Held in Room 105 at Hart Junior High School.	7	15	0	0	4	12	1	0	Part Day
C. Staff Development with Dr. A. Neal and Dr. P. Sheilds: teaching test taking skills, following directions, vocabulary building, Oct. 28, 1976.	8	15	4	0	8	12	2	0	
D. Developing Reading Objectives and Strategies for Your Classroom, a course taught by Dr. Neal and Dr. Sheilds.	11	2	0	0	7	4	0	0	
E. "The Everyone Read Program".	5	15	7	1	2	16	3	1	

N.B: [illegible] for 25 [illegible]. However [illegible] did not [illegible] the theme. [illegible] 16 [illegible]

On a scale of 1 - 10, indicate where you think Hart was a year ago in the accomplishment of the Reading Goal, (a rating of 10 would indicate the full accomplishment of the goal), where you are now and where you expect to be at this time next year.

A YEAR AGO	NOW	THIS TIME NEXT YEAR
1 = 3	1 0	1
2 = 0 11	2 0	2 1 2,
3 = 6	3 3	3 1
4 = 2	4 1	4 1
5 = 1 11	5 6 11	5 3
6 = 1	6 7	6 3 11
7 = 1	7 5	7 7
8 = 2	8 3 7	8 7
9 = 1	9 1	9 1 11
10 = 1	10 1	10 2

3. How successful do you think the "Everyone Read" program has been this year? 5 very successful; 20 somewhat; 4 not very; 2 not at all.

4. How does the success of "Everyone Read" program this year, compare with its success last year?
2 very much more successful this year; 2 somewhat more successful this year; 11 about the same; 4 somewhat less successful this year; 4 very much less successful this year.

5. Should the "Everyone Read" program continue next year?
22 Yes 1 No.

If yes, what changes, if any, would you make in the program for next year?

3

6. The Junior High School project provided Hart with 80 copies of "The Successful Teacher" by Dr. J. Marvin Cook, forty of those copies are in the library.

   a. Did you know this book was available? 29 Yes 3 No

   b. Have you had a chance to review this book? 25 Yes 11 No

   c. If yes, how useful have you found it to be? 14 very useful; 8 somewhat useful; ___ not very useful; ___ not at all useful.

Part II

The Hart Advisory Task Force has been in existance during this past school year. We would like to know how much you know about the Task Force, its roll and its importance to the school.

1. Did you know that there is a Hart Advisory Task Force? 23 Yes 2 No

2. Do you know what the purpose of this Task Force is? 22 Yes 2 No

3. Do you know who the members of the Task Force are?

18 yes, I know who most of the members are; 8 I know who a few of the members are; 1 no.

4. During the past year the TJHS Project has worked with the Task Force members including department chairpersons, on MBO skills. We would like to know if any of these skills have been used in Department meetings.

a. Are you receiving feedback in department meetings on Task Force activities?

8 yes, consistently; 12 intermittently; 6 no. NR = 4

b. In department meetings have you been aware of any changes in:

	used much more frequently than at beginning of year	some increased use	no more use than before
use of agendas	4	9	11
goal setting	11	9	6
problem identification	12	7	6
action plan development	11	7	8
development and use of implementation strategies	1	6	1
development and use of evaluation strategies	8	8	1

5. In department meetings have you reviewed the draft of the Hart Philosophy and Goals for the school plan for next year? 21 yes 9 no

If yes, have you been asked for input? 15 yes 4 no.

Part III

The TJHS project was designed to help school staff plan, implement and evaluate programs or processes that would ameliorate problems identified by the staff. We would like your opinion of the merit of this project.

1. Has the project or your understanding of MBO contributed to improved planning:

a. At the classroom level 5 a great deal 17 some

1 a little 2 has not contributed at all

b. At the department level
2 a great deal
17 some
6 a little
5 has not contributed at all

c. At the building level (including administrative direction)
7 a great deal
13 some
5 a little
2 has not contributed at all

2. Has the project contributed to your understanding of the MBO process?

7 yes, a lot; 14 yes, some; 3 no, not very much; 0 no, not at all.

3. How important do you think each of the following aspects of the TJHS Project has been?

	very important	somewhat important	not very important	not important at all
providing workshops/staff development	20	8	2	0
providing materials	16	5	3	1
offering courses	20	4	1	0
working with the Advisory Task Force	16	12	1	1

Thank you for your support of the project, and thank you for completing this survey. Please put the completed survey in Ms. Lampley's mail box, no later than June 3.

APPENDIX K

District of Columbia Public Schools

Francis Junior High School

School Goals
1977-78

Philosophy
Goals
Objectives
Strategies

September 1, 1977

Philosophy:

The staff of Francis Junior High School believes that children are naturally inquisitive and possess all the essential qualities to learn. They also have an innate desire to learn. We feel it is our responsibility to make it possible for students to develop their characters to fit their own aspirations. Our task is to arrange organizational conditions and methods of operation so that students can achieve their own goals. We feel that teaching is tantamount to creating opportunities, releasing potential, removing obstacles, encouraging growth and providing guidance.

Goal:

Francis Junior High School will continue to foster an atmosphere for greater unity, cooperation and communication in the development and implementation of a meaningful, quality educational program providing maximum learning opportunities.

Goals, Objectives, and Strategies for Francis Junior High School for the School Year, 1977-78.

Goal I: To prov' 'e a program of quality education.

Objective A

By September, 1977 all teachers at Francis Junior High School will have outlined plans to individualize instruction by demonstrating in operational terms the characteristics of the Competency Based Curriculum model.

Strategies:

1. Each department will develop and/or revise a syllabus (instructional guide) containing course requirements including the three components of the CBC cycle.

2. Each department will develop or choose a pre- and post-test to monitor skill mastery.

3. Each department will construct learning hierarchies containing prerequisite skills for each objective.

4. Teachers will develop learning activity packages to reinforce desired learnings.

5. Based on results of the Prescriptive Mathematics Test and the Prescriptive Reading Test, students will be grouped according to skill mastery.

Objective B

By September, 1977, all teachers at Francis Junior High School will have refined the process of informing students of course requirements and keeping parents and students informed of their progress in meeting those requirements.

Strategies

1. Course descriptions will be made available to parents and students.

Objective B-Strategies (continued)

2. Teachers will develop learning hierarchies, and assist students in plotting their achievement through the hierarchies on their own progress charts.

3. Copies of course objectives will be sent home for parents' information and signature.

4. Homework sheets will be sent home weekly for parents' signature.

5. Parents and students will be notified of any course deficiency by the end of the fifth week of each marking period.

Objective C

By September, 1977, all students will come to class prepared with materials required by each individual teacher.

Strategies:

1. The school store will be open each morning from 8:15 A.M. to 8:45 A.M. in the auditorium and during the lunch periods in the cafeteria.

2. Teachers will contact parents of offenders and seek their active cooperation in monitoring their child's progress and participation.

3. Parent conference will be scheduled for chronic offenders.

4. Letters of understanding will be prepared for student and parent signatures containing the above-mentioned items along with any items deemed necessary by the faculty to insure maximum cooperation and participation in the educational program at Francis Junior High . . . . .

Objective D

By September, 1977, plans for an awards system will be formulated by the faculty and staff of Francis Junior High.

Goal I

Objective D

Strategies:

1. Members of an awards committee will be identified and a chairman selected.

2. The awards committee will decide, with input from the staff, on a plan for awards activities for the school year.

3. Once the plan is devised, students and parents will be informed by the committee.

4. Parents and students will be invited to provide suggestions and participate in the planning and implementation of the awards program.

Objective E

By October, 1977, student tardiness to class and school will be less than 3% of the total student population.

Strategies:

1. Tardy hall will be held from 3:15 P.M. to 4:00 P.M. each school day for offenders.

2. Increased hall supervision will be performed by all staff members to expedite the movement of students from class to class.

3. Parent conferences will be held with the parents of chronic offenders.

4. A joint parent, student, teacher committee will be constituted to monitor progress.

5. Consideration will be given by the awards committee to rewarding students who are consistently on time for school and class.

Objective F

By November, 1977, there will exist a working list of

Goal I

Objective F (continued)

volunteers to assist teachers and students in attaining school goals and objectives.

Strategies:

1. A committee on volunteers will be identified by the end of September, 1977.

2. A questionnaire will be sent out by the committee to solicit volunteers.

3. A list of volunteers will be distributed to staff members.

4. Volunteers will be contacted by the individual teachers, depending on their needs.

5. The awards committee will consider ways to reward such volunteers.

Objective G

By September, 1977, all disorderly conduct in Francis Junior High will be eliminated.

Strategies:

1. All staff members will actively monitor halls during the passing of classes.

2. All students must have a pass when moving in the halls at other times.

3. All classroom teachers will maintain a daily pass record.

4. Daily pass records are to be sent to the office on the last school day of the week.

5. Students guilty of disorderly conduct will be disciplined.

Goal I

Objective H

By September, 1977, all staff members will be prepared to validate Competency Based Curriculum.

Strategies:

1. The school CBC committee will meet to identify staff needs of being a Pilot school for CBC.

2. An action plan will be devised for the school year.

3. Parents and students will be informed of our Pilot status and assistance will be solicited in the testing and evaluation of the curricula.

4. Additional time for staff development will be sought as needed.

5. The CBC committee will report to the faculty on a periodic basis.

Goal II: Improve student-teacher-parent relations.

Objective A

By Septemoer, 1977, the staff at Francis Junior High School will inform all students of their rights and corresponding responsibilities as students and citizens.

Strategies:

1. Information on student rights and corresponding responsibilities will be distributed to all students.

2. Administrative effort will be made to inform students of their rights and corresponding responsibilities through orientation and homeroom programs as well as through other communication systems.

3. Department chairpersons and classroom teachers will apprise themselves of student rights and corresponding responsibilities and set a classroom tone which reflects those understandings.

4. Teachers are encouraged to include discussion and evaluation of student/citizen rights and corresponding responsibilities.

5. The student government will be encouraged to develop appropriate peer-to-peer communications related to student/citizen rights and responsibilities.

Objective B

By September, 1977, plans will be made for the school year to increase parent school contact and participation by 50% above last year's rate of contact.

Strategies:

1. Parents will be asked to sign and return all report cards.

2. Parents will be asked to sign and return all deficiency reports.

3. Parents will be asked to sign and return weekly assignment

Objective B-S..ategies (continued)

sheets.

4. Parents will be asked to sign and return important tests.

5. Parents will be asked to participate in planning and implementation of school programs.

6. Telephone communication between parents and teachers will be encouraged.

Goal III: Improve and maintain communication.

Objective A

By September, 1977, the committee on communications will have devised a plan to foster increased communications between and among the various populations at Francis Junior High.

Strategies:

1. The committee on communications will be established.

2. The committee will meet to assess needs for improved communication.

3. The building administrators, in cooperation with the committee, will seek ways to communicate informally with various groups.

4. The committee on Goal III will devise ways to report progress toward the school goals.

5. The committee will devise ways to increase participation in school planning, implementation and evaluation.

Objective B

By September, 1977, the committee on communications will have devised a plan to increase communications between and among the various populations outside Francis Junior High School.

Strategies:

1. The committee will meet to assess needs and identify the various groups who affect the operation of Francis Junior High.

2. The committee will develop ways to inform those groups of activities at Francis Junior High.

3. The committee will solicit assistance where possible.

MEMORANDUM

TO: Hart Advisory Task Force

FROM: Tom Harper

SUBJECT: Draft of 1977-78 School-Wide Plan

DATE: June 28, 1977

I have had more time to review the draft of the school-wide plan for 1977-78 now that school is closed. I've made certain revisions and deletions and now submit them to you for your consideration. Overall, I had some observations which cover many of the reasons for the changes I made:

1. Within the framework of target objectives, there were too many groups responsible; this could make the plan unmanageable. The following groups were given responsibilities: the Task Force, the CBC team, the SCAC, the AV Team, the entire staff, all students, the library, student representatives, and at least four new committees. Also, in objectives, often times, two or three groups were give responsibility for one activity. Again, this makes management and accountability more difficult. Finally, the Task Force was given very little responsibility.

2. Although the goals are open-ended, without a definite time frame for accomplishment, there seemed to be some overlapping. The Objectives Development Team noted this when they carried out force field analyses of the goals, Goals No. 9 and 10 were not force field analysed because they were considered to be taken care of under Goals No. 7 and 4. In my view, Goal No. 9 is also a part of Goal No. 6 and in fact Goal No. 7 should be included in Goal No. 6.

3. There is a need for focus. There is a need to order the tasks in some more meaningful manner. After studying the goals and the target objectives that were written, a focus seems to be apparent: CBC process, self-actualization of students, consumer/producer skills and resource development. Most of the targets written by the team fall into those areas.

   It does seem to make sense to concentrate on process - and along with that on student basic skills (particularly as regards test data); self-actualization appears to be a crucial area for students which should be dealt with immediate and which affects all other areas. It seems to me that consumer/producer goals are more separate. I would recommend that the area of concentration be narrowed to Goals No. 1, 2, 6, and 8.

4. I think that the Task Force and Objectives Development Team did an outstanding job. The recommendations for limiting the activities for next year arise out of a concern for time, management, resources and focus.

I have attached a new draft of the plan with the philosophy remaining the same, the goals decreased from 10 to 7, the target objectives decreased from 23 to 14.

HART JUNIOR HIGH SCHOOL - WIDE PLAN 1977-78

PHILOSOPHY: We believe that all Hart students must be provided with a well-rounded education. This education must: (1) provide the student with the skills which will enable him to successfully complete vital life tasks; (2) be success orientated so that the student develops a good self-image and carries with him a sense of pride. It is our intention to provide stimulating and rewarding educational experiences so that the student is motivated to continually seek knowledge.

GOALS:

1. To utilize the process *and curriculum developed by the city-wide CBC team.
2. To improve student basic skills (i.e., reading, writing, communication and computation).
3. To raise student competencies in analytical skills.
4. To raise student competencies in consumer/producer skills.
5. To raise student competencies in socio-political skills.
6. To raise student competencies in self-actualization skills.
7. To improve community-school relations.

*Learning hierarchies, pre-and post-testing, instructional objectives, learning activities, assessment tasks and classroom management.

TARGET OBJECTIVES:

The focus for the academic year 1977-78 will be on Goals 1, 2, 6, and 7. The other goals exist and represent the direction the school is moving. However, they will not have a time frame for school-wide implementation during the coming school year. Instead, school-wide focus will be on targets for accomplishing Goals 1, 2, 6, and 7.

OBJECTIVES

1. The CBC team will have located a resource area containing curriculum guides and instructional guides by September 30, 1977.

2. The CBC team will have obtained information concerning pulbication of the CBC curriculum and CBC curriculum requirements by October, 1977.

3. By October, 1977, the administration will have provided a central location where test results can be housed for teachers usage.

4. By October, 1977, the Task Force will have established a voluntary committee from various disciplines to attend city-wide educational policy making meetings (i.e., School Board Meetings).

5. By October, 1977, the Task Force will have developed a system of incentives to reduce tardiness and absenteeism of students.

6. Department chairpersons will have begun updating existing content area curricula in terms of CBC terminology and process by November, 1977.

7. The Guidance Department will have prepared a workshop to advise teachers in the proper interpretation of test data by the first staff development day.

8. By the end of the first advisory, the librarian will have made teachers aware of the available resources in an effort to stimulate the use of innovative teaching techniques.

9. By the end of the first advisory, the administration will have developed a concrete program which will aid students in developing positive habit formation: (1) a sense of responsibility (decreasing tardiness and improving conduct in the hall); (2) a respect for fellowman (decreasing fighting and the use of profanity and increasing positive conduct in assemblies).

10. By the second staff development day, the CBC team will have prepared a workshop on self-actualization skills.

11. By January, 1978, the Math and English Departments will have constructed skill charts to record student performance in each subject, thus showing achievement in an assigned group of skills.

12. By January, 1978, each teacher will have contacted at least 75% of his/her students parents for the purpose od developing positive community relations,

13. Teachers will have taught test taking skills to students as a part of their instructional techniques by January, 1978.

14. By December, 1977, the Task Force will have developed innovative strategies for rewarding positive student performance in any sphere and will have included student representatives input.

****

Overall monitoring of the school-wide plan will be carried out by the Hart Advisory Task Force.

APPENDIX L

FOR SPIN OFF ACTIVITES

MEMORANDUM TO FILE
Subject: Planning session at Francis JHS on Ninth grade project, Feb 16
Date: Feb. 22, 1977

Participants: Gary Geiger, Paula Pedersen, Dewey Wiseman, Dr. John Johnson & Judy Aarons

We began by articulating the goal for the project: to reduce ninth grade failures during the third advisory. Turning that into an objective, it was restated : By the end of the 3rd advisory, ninth grade failures will have been reduced by 50% compared to the second advisory. Next we did a force field analysis of the goal:

helping forces	hindering forces
-- no summer school	-- some 9th grade homeroom teachers unaware of requirements of 9th grade classes
-- ninth grade attendance appears to be improving	-- truancy on part of 20% of failures
-- graduation approaching (increasing awareness of need to pass)	-- almost all student failures read below grade level
-- importance of 3rd advisory grade	-- unclear if all teachers & 9th grade students have graduation requirements in writing
-- most students have been responsive to administration help	-- lack of parental involvement
-- administration's desire to increase study time (lunch, homeroom, and after school)	-- most teachers not committed to use of home assignments (homeroom teachers not following up)
	-- ninth grade teachers not a work group
	-- lack of team feeling & knowlege of action for dealing with 9th grade failures
	-- lunch & homeroom often viewed as free time

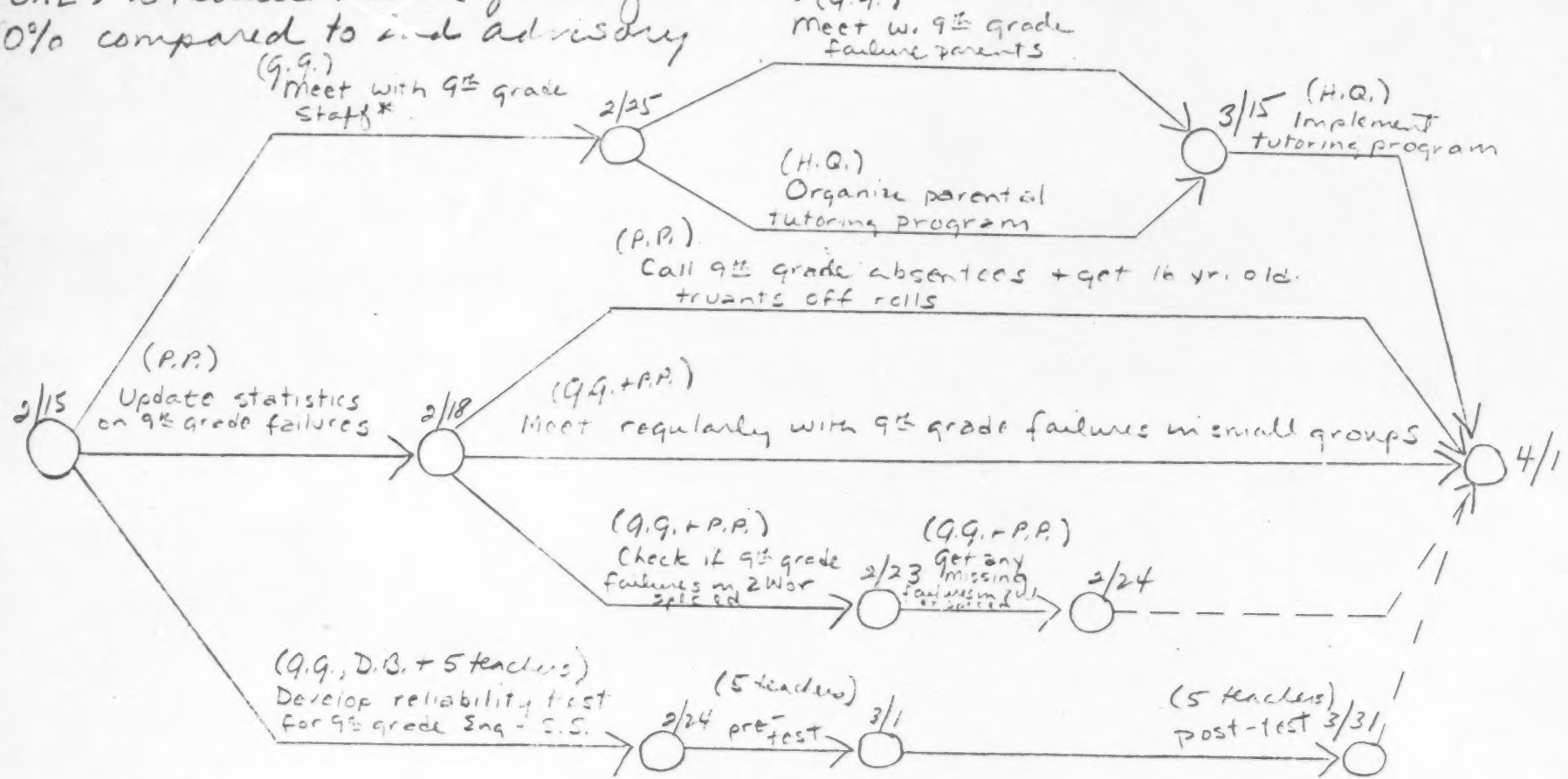
Therefore, we need to:
-get students off roles who are truants and 16
-continue meeting with ninth grade failures in small groups
-get graduation requriements out to all 9th grade teachers & students (recheck & remind)
-develop a tutoring program
-update statistics on 9th grade failures
-meet with all 9th grade teachers, counselor, assistant principal and program coordinator to develop team
-meet with 9th grade failure parents
-gain 9th grade homeroom teacher commitment to homework assignments
-check which 9th grade fallures are in Two-W and special ed programs
-increase opportunities for supervised study
-develop means for evaluation of project

Before developing an action plan, we discussed the roles of those who are affecting ninth grade: principal, assistant principal for ninth grade, counselor for ninth grade, program coordinator, 9th grade homeroom teachers, ninth grade sponsers, 9th grade class teachers, 9th grade monitors in cafeteria & library, 9th grade students, 9th grade class officers, and 9th grade parents. We drew up an organizational chart and concluded that the administrative responsibility for the ninth grade was Dewey's (assistant principal), but that Gary was director of the ninth grade project on reducing failures.

Finally we drew up the action plan (see attached).

NINTH GRADE PROJECT — THIRD ADVISORY

GOAL: to reduce ninth grade failures (Q.Q.)
50% compared to 2nd advisory


(Q.Q.) Meet with 9th grade staff*
2/25
(Q.Q.) Meet w. 9th grade failure parents
(H.Q.) Organize parental tutoring program
3/15
(H.Q.) Implement tutoring program
(P.P.) Call 9th grade absentees + get 16 yr. old truants off rolls
2/15
(P.P.) Update statistics on 9th grade failures
2/18
(Q.Q.+P.P.) Meet regularly with 9th grade failures in small groups
4/1
(Q.Q.+P.P.) Check IL 9th grade failures in 2 Wor Spec Ed
2/23
(Q.Q.+P.P.) Get any missing failures and IL scores
2/24
(Q.Q., D.B. + 5 teachers) Develop reliability test for 9th grade Eng - C.S.
2/24
(5 teachers) pre-test
3/1
(5 teachers) post-test 3/31

*9th grade assist. principal
" counselor
" homeroom teachers
" classroom
" project coordinator

Agenda
Homeroom commitment to homework sheets
Graduate requirements
Supervised study program
Ninth grade course syllabi

My Goal Record

My name is _____

My goal is to be able to _____

_____

My goal is important to me because _____

_____

_____

I would like to achieve my goal by this date: _____

Where am I now?

I am already able to _____

_____

_____

The biggest problem I might have in reaching my goal is _____

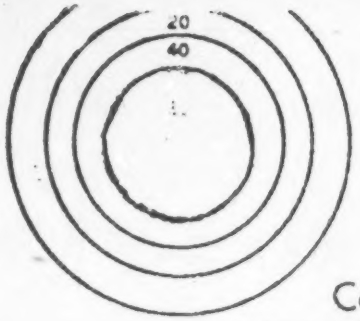
_____

_____

I think I can overcome this problem by _____

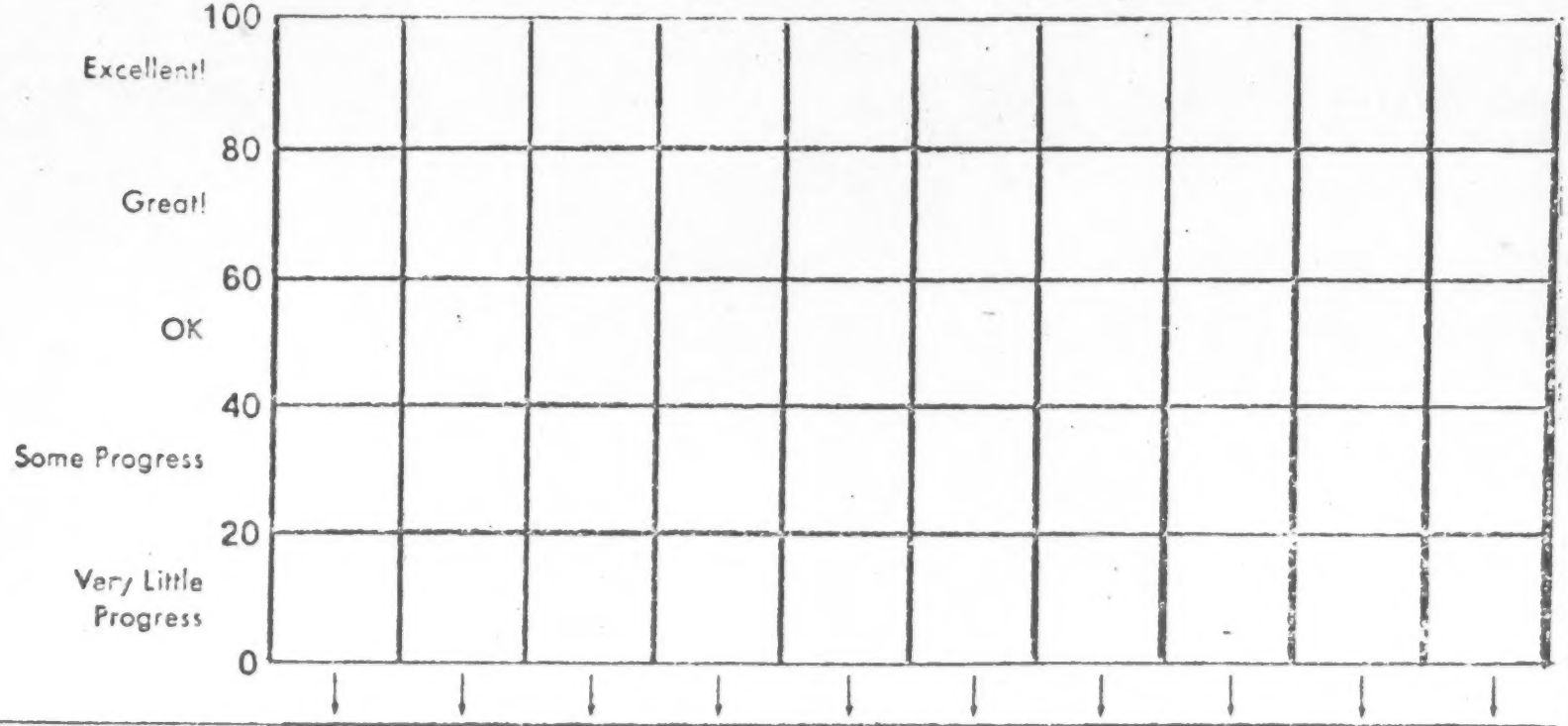
_____

_____



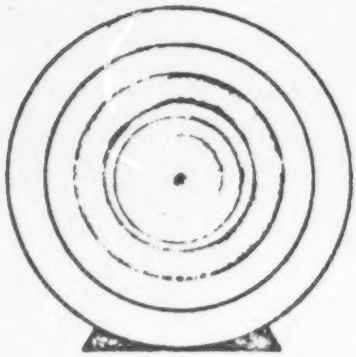
My Progress Record

Color in your progress as you move toward your goal



Recording dates										
Scores										

What Do I Do Next?



25 feet

50 feet

75 feet

I believe I need help with _____

_____

_____

My next step will be to _____

_____

_____

Really going! FINE! Excellent!

Moving along! I'm on my way!

Swell!

Fantastic! I'm doing OK! Great progress!

Targets for Learning

will start achieving my goal by doing the following things:

First I will _____

_____

_____

Then I will _____

_____

_____

And then I will _____

_____

_____

Other Rewards

I make progress toward my goal, I will also be rewarded by _____

_____

_____

_____

_____

_____

Region II Curriculum/Staff Development/CBC

Monthly Meeting

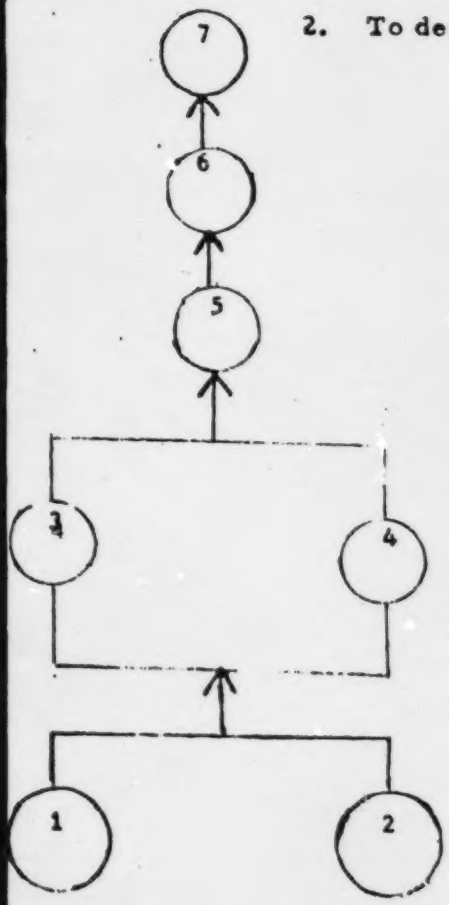
April 27, 1977

Group III Secondary Instructional Program

Sandra Legall
Delores Burnett

Goals:

1. To describe some practical uses of the Region II Curriculum.
2. To describe the Survey's relationship to CBC.



Objectives

By the conclusion of this session you will be able to:

1. Describe the Region II Curriculum Survey.
2. Explain the function of each part of the Survey.
3. Differentiate between administrative and instructional objectives.
4. Distinguish between terminal and prerequisite objectives using the Survey to locate both.
5. Construct a simple hierarchy using objectives in the Survey.
6. Describe the relationship between CBC and Region II Curriculum Survey.
7. Discuss ways that teachers of all disciplines can use the Survey.

FRANCIS JUNIOR HIGH SCHOOL

Staff Development Meeting Agenda
April 28, 1977

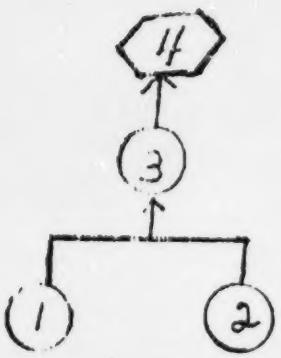
The faculty will assemble in Room 110, at 12:30 P.M.

Goal: The faculty of Francis Junior High School plans to develop a mechanism for grouping students according to skill mastery.

Groups

I - Room 114	II - Room 204	III - Room 110
Science	English	Physical Education
Mathematics	Social Studies	Home Economics
Business	Title I	Industrial Arts
Two-W	Two-W	
Music	Special Education	
	Foreign Language	
	Art	

Each group will select a chairperson and a recorder. The faculty will reassemble in Room 110, at 2:45 P.M., to report progress.



Objectives: By the end of the Staff Development Meeting Groups I and II will have:

1. Examined the results of the PMT or PRT of each present seventh and eighth grade student.
2. Identified students according to degree of mastery of specific skills.
3. Prepared class lists of students based on results of evaluation.
4. Reported progress to faculty.

Objectives: By the end of the Staff Development Meeting Group III will have:

1. Examined Title IX guidelines.
2. Developed strategies for implementation of Title IX.
3. Reported progress to faculty.

FRANCIS JUNIOR HIGH SCHOOL

STAFF DEVELOPMENT

May 6, 1977

Goal

To review and revise school goals for the school year 1977-78.

Objectives

By the end of the meeting the groups will have reviewed the goals and objectives by:

1. Rewriting existing objectives to reflect current needs,
2. Adding additional appropriate objectives and/or goals,
3. Including in each goal a mechanism for communicating progress toward the goals to the staff,
4. Establishing an action plan for each targeted objective,
5. Identifying persons in the group to monitor progress,
6. Evaluating progress toward reaching our present goals.

Group I

Dale Burchard - Chairperson
James Terrell
Joyce Jackson
Jane Landesberg
Nadine Sparer
William L. Jones
John Anderson
Charles Riddick
Lynora Perry
Delores Jordan
Delores Burnett
Gail Clark
Sharon Shanklin
Karin Lang
Thomas Bullock
Frederick Holt
Mattie Coleman
Minnie Durante
Pearl Isenbergh
Thomas Laczko

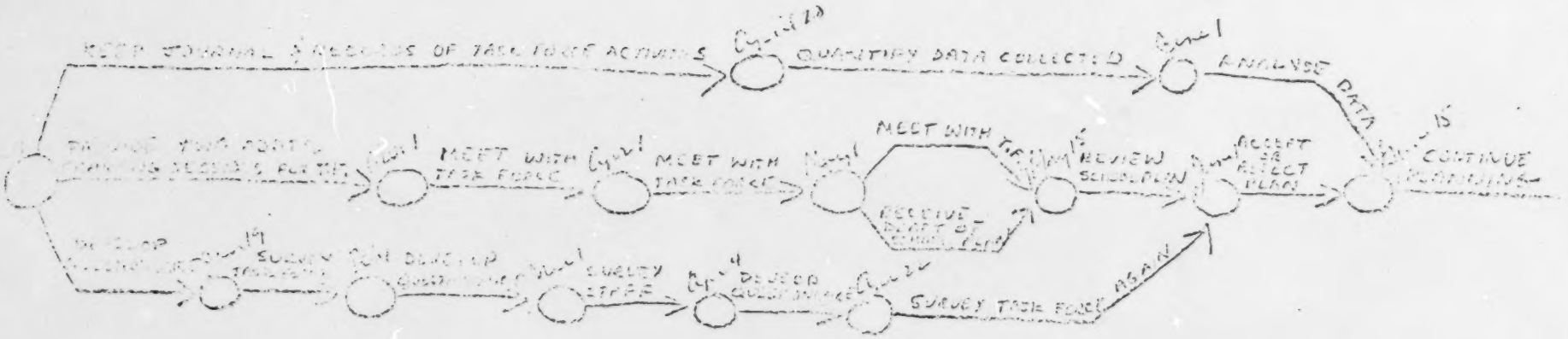
Group II

Herbert Quarles - Chairperson
Georgiana Burgin
Peggy Thompson
James Bryant
Courtney Fletcher
Bruce Alcan
Marjorie Johnson
James Parker
Flossie Isler
Sandy Speier
James Cahill
Georgia Popps
Barbara Knox
Forcina James
Susie Jiggetts
William Hunter
Nellie Gilmore
Jessie Smith

APPENDIX M

GOAL: to direct how the Hart JHS Advisory Task Force is used by evaluating its 1976 activities and monitoring and evaluating its 1977 activities.

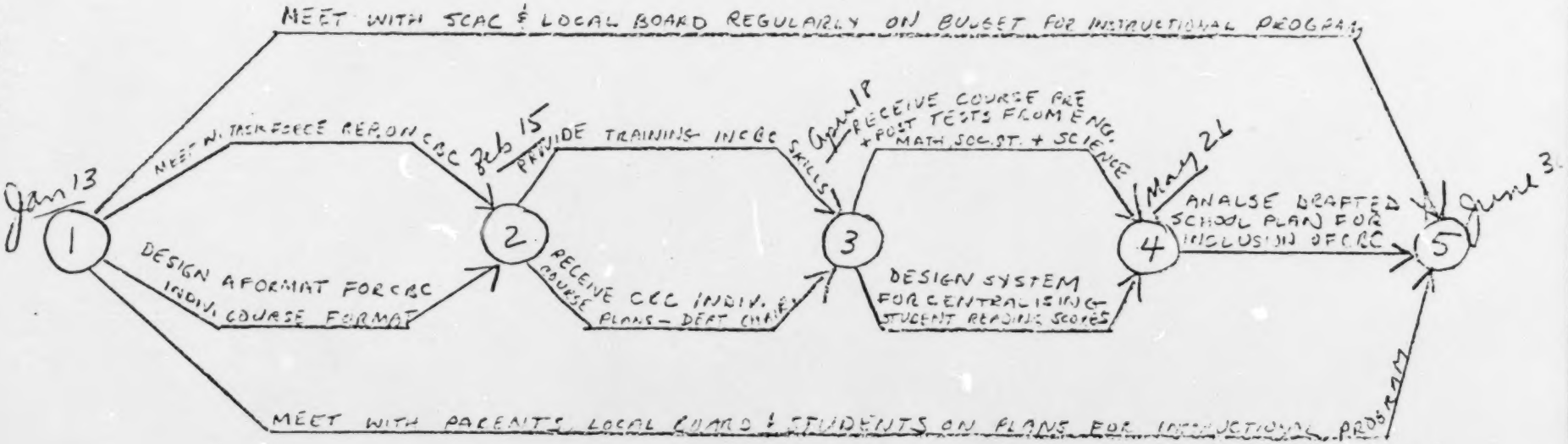
Action Plan for Principal, Tom Harper



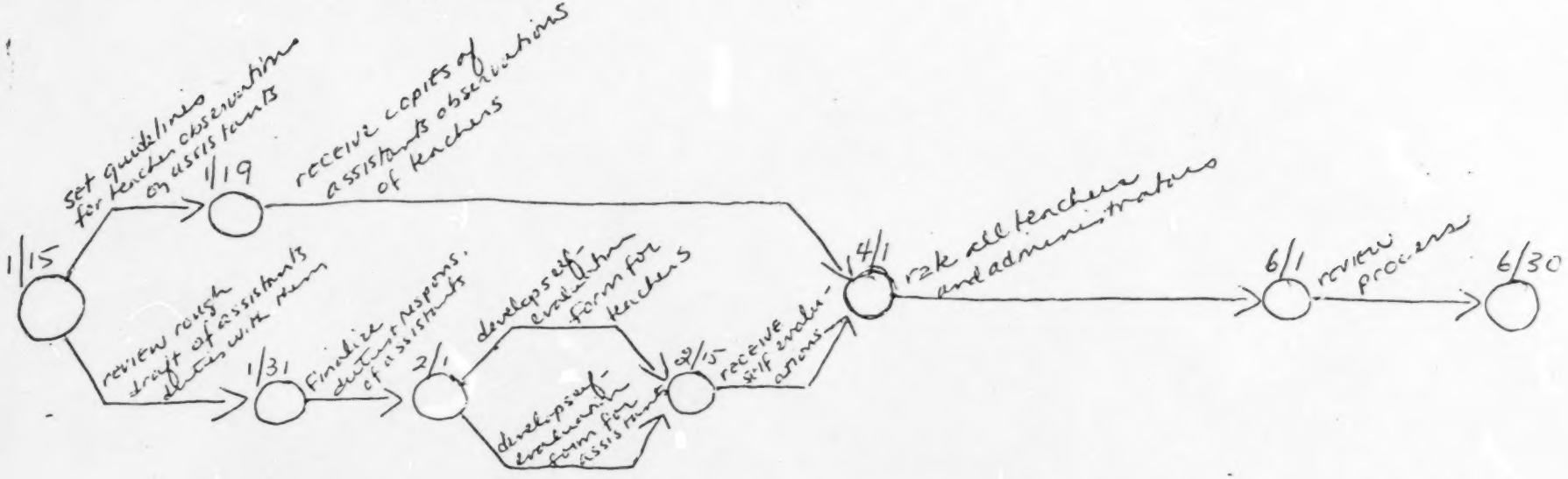
GOAL: to develop a strong, well planned instructional program, emphasizing basic skills, within the framework of CBC.

*reading, writing, speaking & listening (Communication Skills)
*computation (Consumer/Producer Skills)

ACTION PLAN for TOM HARPER, Principal at Hart JHS


MEET WITH SCAC & LOCAL BOARD REGULARLY ON BUDGET FOR INSTRUCTIONAL PROGRAM
Jan 13
MEET W. TASK FORCE REP. ON CBC
Feb 15
PROVIDE TRAINING IN CBC SKILLS
Jan 18
RECEIVE COURSE PRE & POST TESTS FROM ENG. MATH, SOC. ST. & SCIENCE
May 21
ANALYSE DRAFTED SCHOOL PLAN FOR INCLUSION OF CBC
June 3
1
2
3
4
5
DESIGN A FORMAT FOR CBC INDIV. COURSE FORMAT
RECEIVE CBC INDIV. COURSE PLANS – DEPT CHAIR
DESIGN SYSTEM FOR CENTRALIZING STUDENT READING SCORES
MEET WITH PARENTS, LOCAL BOARD & STUDENTS ON PLANS FOR INSTRUCTIONAL PROGRAM

Goals: to rate all teachers
and to clearly define duties and responsibilities
of assistants

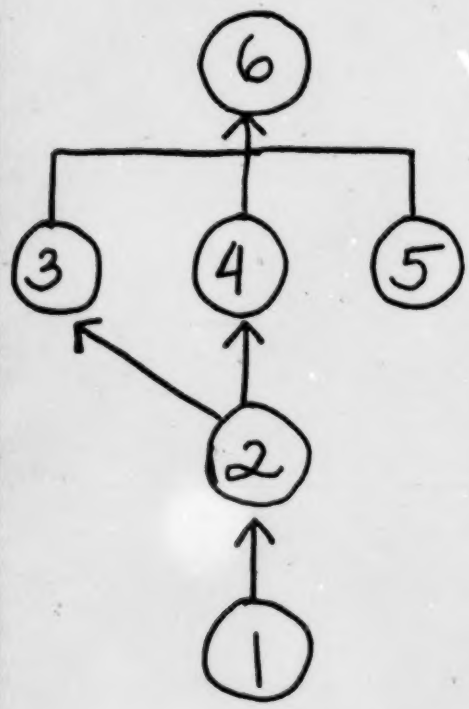


APPENDIX N

FIRST SESSION

OBJECTIVES DEVELOPMENTAL TEAM MEETING JUNE 10, 1977

NETWORK



OBJECTIVES

It is expected that we will acomplish each of the following as we move through this session.

1. List four of the components of a complete school plan.
2. Describe the characteristics of a philosophy, goals and objectives.
3. Given a list of statements, distinguish between a philosophy and goals.
4. Given a list of statements, identify those which have all the characteristics of an objective and those which do not.
5. Carry out a Force Field Analysis for each of Hart's goals.
6. Develop at least one objective for each goal.

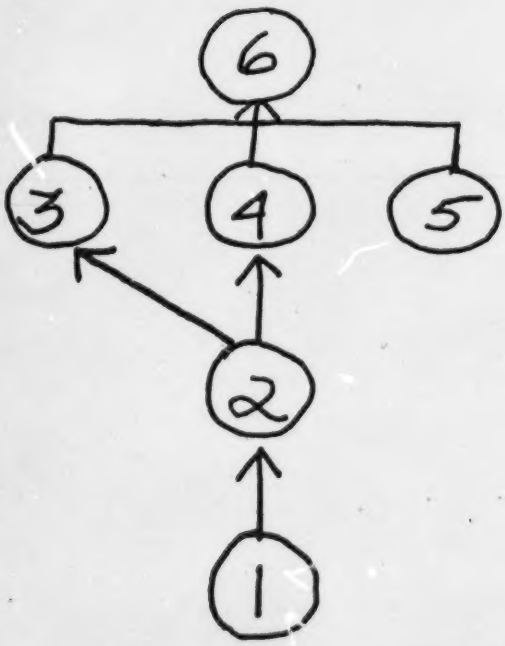
SECOND SESSION

OBJECTIVES DEVELOPMENTAL TEAM MEETING JUNE 14, 1977
L.D.Lampley,chairperson

Attached you will find copies of the Force Field Analysises(carried out at our June 10th meeting) of each of the ten Hart goals for the 1977-78 school year.

We are now ready for number six in our network. The "need to's" must now be rewritten in objective terms.

NETWORK



1. List four of the components of a complete school plan.
2. Describe the characteristics of a philosophy, goals and objectives.
3. Given a list of statements, distinguish between a philosophy and a goal
4. Given a list of statements, identify those which have all the characteristics of an objective and those which do not.
5. Carry out a Force Field Analysis for each of Hart's goals.
6. Develop at least one objective for each goal.

APPENDIX O

Orientation Session

- - - - -

MANAGEMENT BY OBJECTIVES

FOR SCHOOLS

- - - - -

Three Junior High School Project

Judy Aaronson, Director

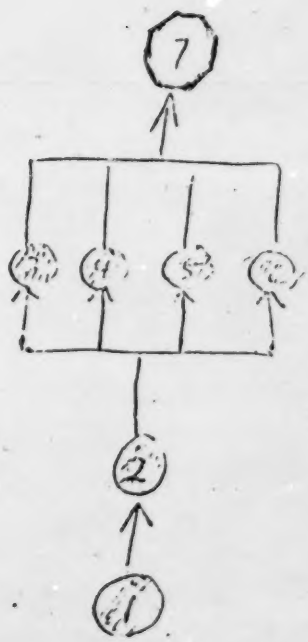
- - - - -

Conducted by: J. Marvin Cook

December 4, 1976

- - - - -

Network



Objectives

It is expected that you will be able to perform each of the following as we move through the session:

1. Describe the role, relationship, and characteristics of a MBO Plan and a MBO Cycle.

2. Given a list of statements, distinguish between objectives and activities.

3. Develop management objectives for your school utilizing a MBO criteria.

4. With the help of others, perform a Force Field Analysis of a management objective.

5. Begin to develop an Action Plan for a specific goal or objective.

6. Develop procedures for monitoring an Action Plan and evaluating the results of the Action Plan.

7. Describe "ways" in which the MBO Planning Process can help you succeed in moving your school toward CBC.

BOOK LIST

#	TITLE	AUTHOR
1.	MANAGEMENT BY OBJECTIVES AND RESULTS	American Assoc. of School Administrators
2.	MANAGING FOR RESULTS	Drucker, Peter F.
~~3.~~	MANAGEMENT BY OBJECTIVES	Odiorne, G. S.
4.	TEACHER EVALUATION TODAY	Olds, R.
5.	HOW TO EVALUATE TEACHING: A PERFORMANCE OBJECTIVE APPROACH	Redfern, G. B.
6.	MANAGEMENT BY OBJECTIVES	Varney, G. H.
7.	EDUCATIONAL PLANNING	Banghard, & Trull
~~8.~~	EXPLORING COMPETENCY BASED EDUCATION	Houston, Robert W
9.	MANAGEMENT OF ORGANIZATIONAL BEHAVIOR	Hershey & Blanchard
10.	DEVELOPING AN EDUCATIONALLY ACCOUNTABLE PROGRAM	Browder, Lesley H.
11.	HOW TO MEET ACCOUNTABILITY	Walbesser & Cook
~~12.~~	THE SUCCESSFUL TEACHER	Cook, J. Marvin
13.	MANAGEMENT BY OBJECTIVES FOR NON-PROFIT ORGANIZATIONS	Amocon
~~14.~~	MANAGEMENT	Peter F. Drucker

NAME Ralph H Neal SCHOOL OR REGION Babout Jr High

MANAGEMENT BY OBJECTIVES FOR SCHOOLS

JUNIOR HIGH SCHOOL PROJECT

Judy Aaronson, Director

Session conducted by: Mr. Gary Geiger December 18, 1976

Objectives

It is expected that you will perform the following as we move through the session:

1. Compare the original FJHS school-wide plan with the current revised plan;

2. Identify several methods used at FJHS to gain staff input into the development and acceptance of the school plan;

3. Discuss with the others the difference between agreement and commitment to policy on the part of staff and its importance in implementing and evaluating policy;

4. Identify all the phases of the MBO cycle as they were applied to the development of a school-wide attendance policy at FJHS.

FRANCIS JUNIOR HIGH SCHOOL

SCHOOL PLAN

A SCHOOL WITHOUT FAILURE

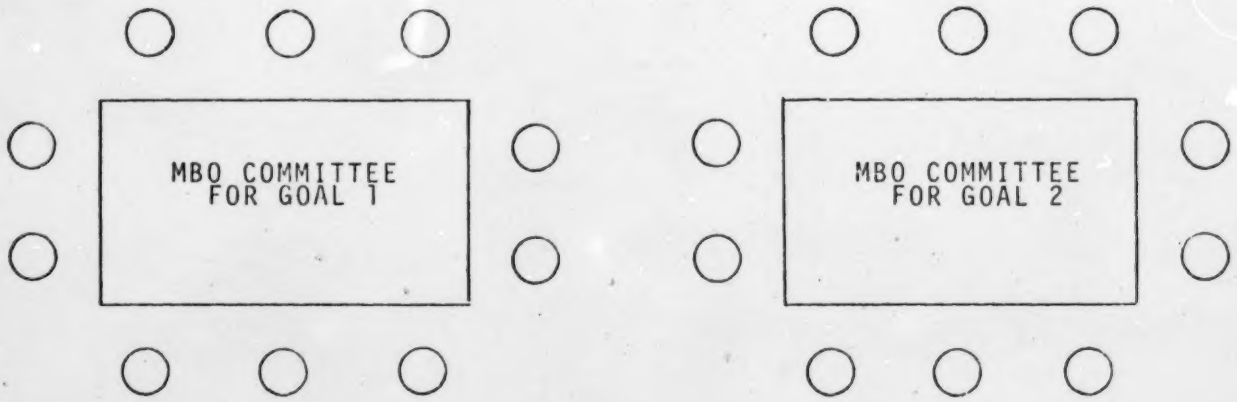
CREATE AN ATMOSPHERE FOR CONSTRUCTIVE WORK AND QUALITY EDUCATION	IMPROVE STUDENT-TEACHER-PARENT RELATIONS
By June 1977, teachers will individualize all instruction at FJHS. This objective will be accomplished when we have a set of behavioral objectives for each course, a means for evaluation of student achievement of those objectives and a list of instructional activities which will be used to teach the students. By January, 1977, the Committee on Goal 1 will develop a process for informing all students of course requirements and keeping students informed of their progress in meeting those requirements. By January, 1977, all students will be coming to class prepared with materials required by classroom teachers. (paper-pencil-textbook) By January, 1977, the Committee on Goal 1 will establish a system for rewarding students for positive behavior. By the end of each advisory, compared to previous advisory, student tardiness to school and to class will decrease by 50%. By January, 1977, disorderly conduct in the halls will be eliminated.	By November 1, staff at FJHS will inform all students of their rights and responsibilities. By January 1, student participation in extra-curricular activities will increase by 50%. By January 1, parent participation in school programs and activities will increase by 50%. By January 1, the number of contacts between parents-teachers-students will increase by 50%.

F R A N C I S J U N I O R H I G H S C H O O L

MBO COMMITTEES

GOAL # 1: CREATE AN ATMOSPHERE FOR CONSTRUCTIVE WORK AND QUALITY EDUCATION.

GOAL # 2: IMPROVE STUDENT-TEACHER-PARENT RELATIONS



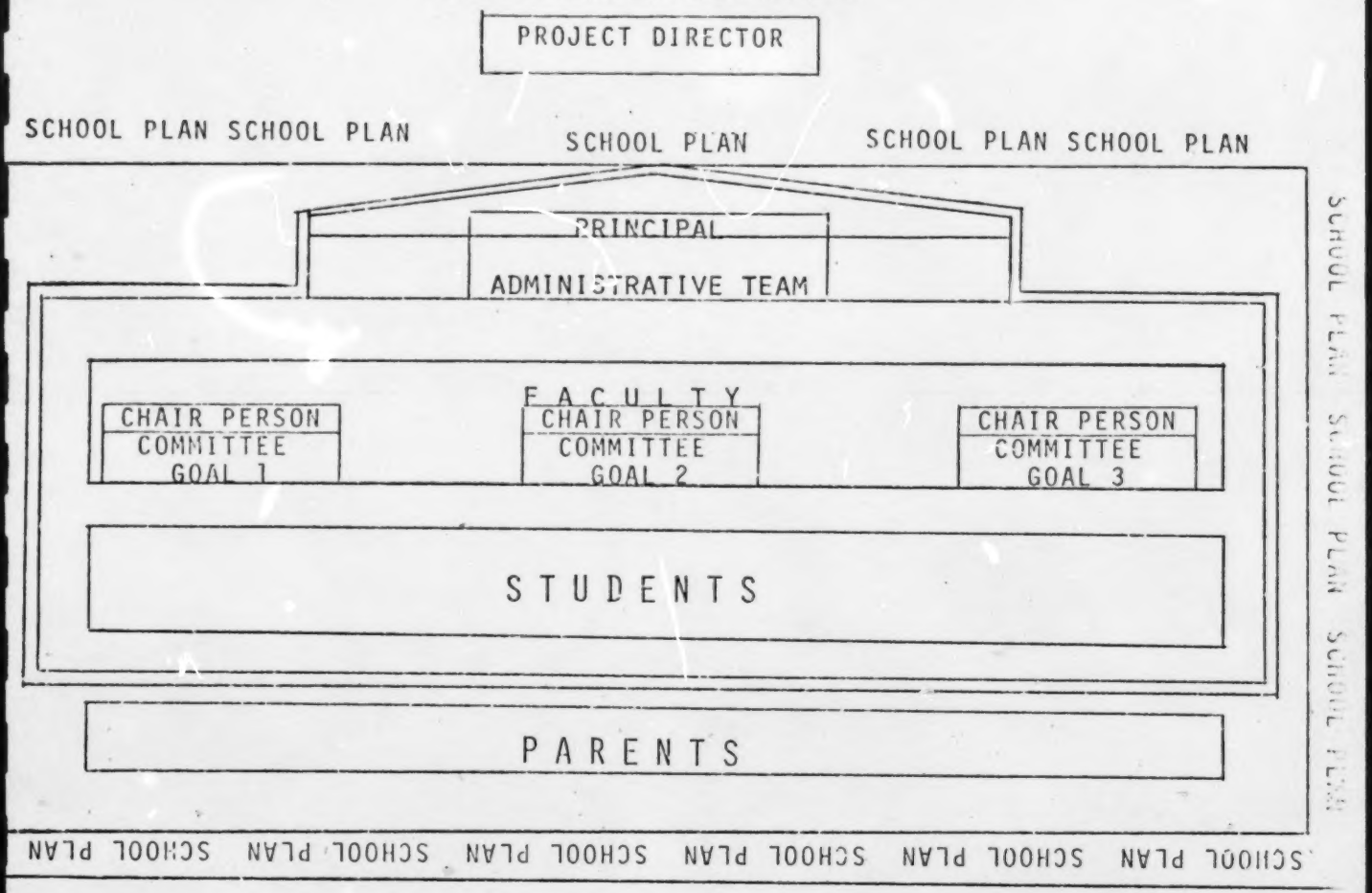
MEMBERS

ADMINISTRATIVE TEAM

FACULTY

(CHAIRPERSON IS FACULTY MEMBER)

FRANCIS JUNIOR HIGH SCHOOL



Principal: Administers school plan, delegates authority to administrative team, faculty, students and parents, monitors committees, masters MBO concepts and process.

Administrative Team: Monitors committees, carries out designated tasks from school plan, masters MBO concepts & process.

Committee Chairpersons: Lead committees through tasks designated by principal, master MBO concepts and skills, report results to principal and administrative team.

Committees: Carry out designated tasks, refine objectives, prioritize objectives, expand or eliminate objectives, develop action plans and criteria charts.

Faculty: Know school plan components which demand specific performance criteria of them, commit themselves to carrying out school philosophies, goals and objectives.

Students: Know school plan components which demand specific performance criteria of them, help monitor school plan, commit themselves to school philosophy, goals and objectives.

Parents: Same as students.

MANAGEMENT BY OBJECTIVES FOR SCHOOLS

JUNIOR HIGH SCHOOL PROJECT

Judy Aaronson, Director

Session conducted by: Dr. Thomas Harper ' December 18, 1976

Objectives

It is expected that you will perform the following as we move through the session:

1. Identify the usual problems associated with dealing with key school groups (community, parents, teachers, SCAC, students) in isolation from each other;

2. Match the members of the HJHS advisory task force with the key school groups and state how they were chosen;

3. List the benefits to an administrator of working with an elected advisory task force in managing the building;

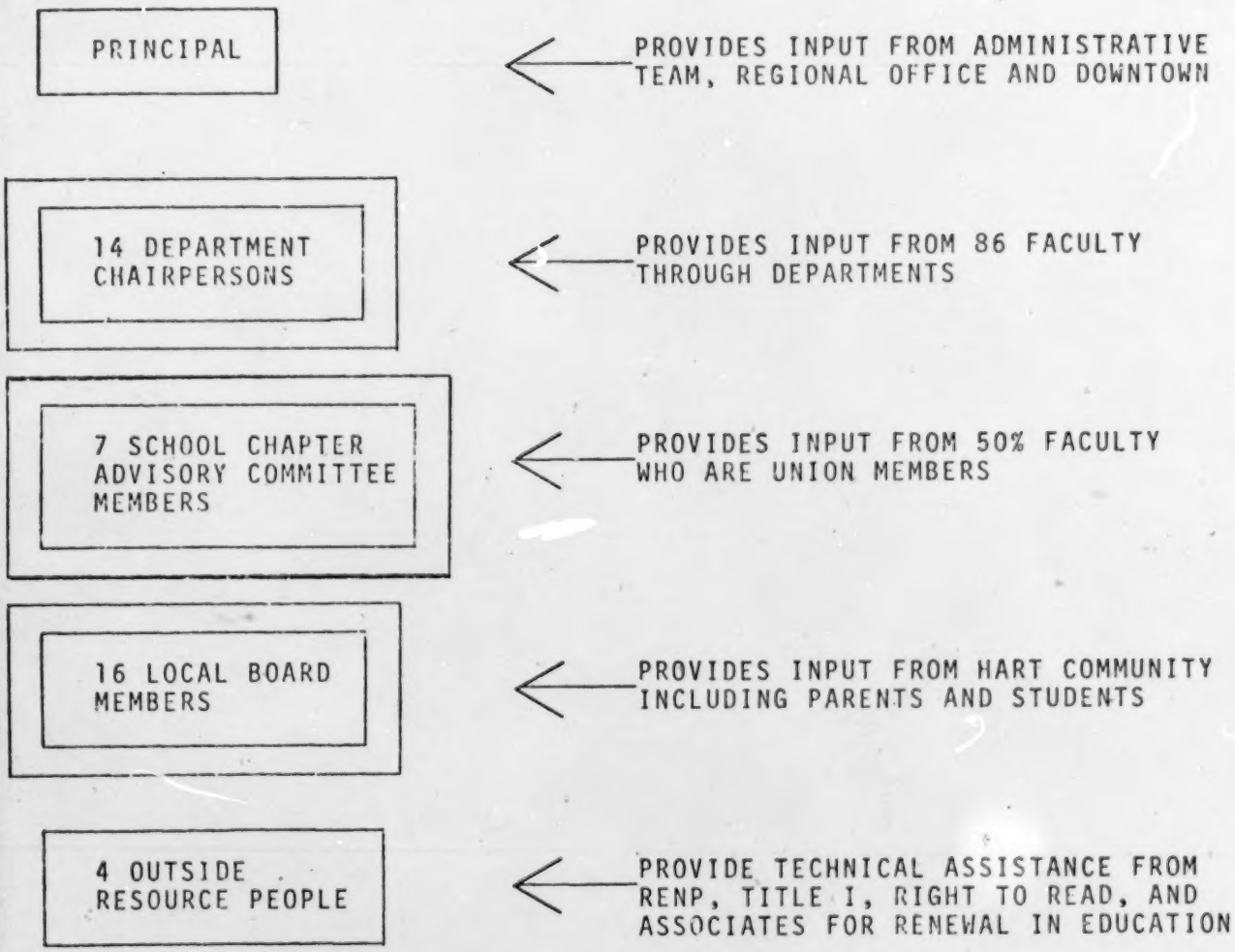
4. Criticize the HJHS 1976-1977 school-wide plan by applying the definitions of the terms: philosophy, goals and objectives;

5. Identify some of the problems associated with the MBO process as designed at Hart;

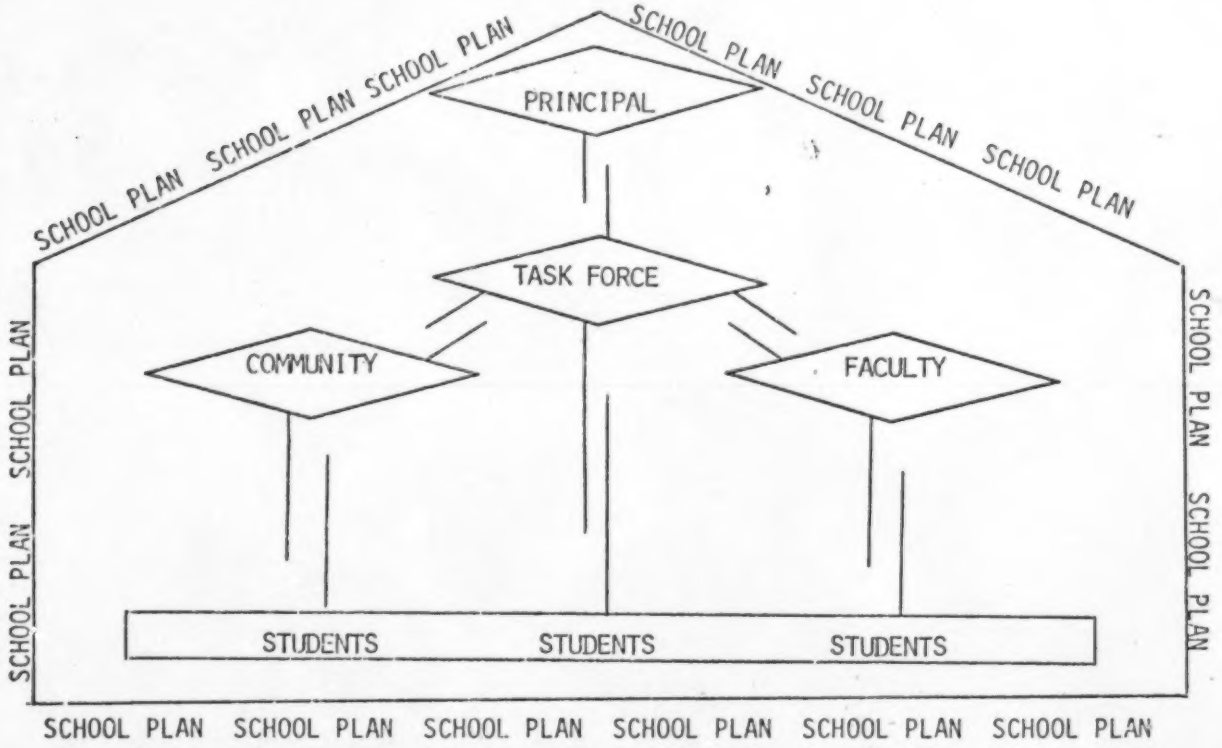
6. Devise a check sheet for principals and assistant principals to follow in order to develop the habit of planning.

HART JUNIOR HIGH SCHOOL

ADVISORY TASK FORCE


PRINCIPAL
PROVIDES INPUT FROM ADMINISTRATIVE TEAM, REGIONAL OFFICE AND DOWNTOWN
14 DEPARTMENT CHAIRPERSONS
PROVIDES INPUT FROM 86 FACULTY THROUGH DEPARTMENTS
7 SCHOOL CHAPTER ADVISORY COMMITTEE MEMBERS
PROVIDES INPUT FROM 50% FACULTY WHO ARE UNION MEMBERS
16 LOCAL BOARD MEMBERS
PROVIDES INPUT FROM HART COMMUNITY INCLUDING PARENTS AND STUDENTS
4 OUTSIDE RESOURCE PEOPLE
PROVIDE TECHNICAL ASSISTANCE FROM RENP, TITLE I, RIGHT TO READ, AND ASSOCIATES FOR RENEWAL IN EDUCATION
=ELECTED REPRESENTATIVES

HART JUNIOR HIGH SCHOOL



Principal:	Directs Task Force planning, makes final decisions on school policy, directs implementation and evaluation of school plan, receives training in MBO skills.
Task Force:	Makes policy and planning recommendations to principal, develops school plan, implementation and evaluation design, receives training in MBO skills.
Department Chairpersons:	Receive input from department members to use at Task Force meetings, feedback information growing out of Task Force meetings to department members, trains department members in MBO/CBC skills.
Local Board Members:	Receive input from local community for Task Force planning, feedback information growing out of Task Force meetings.
SCAC Representative	Receive input from union members for Task Force planning, feedback information to union members.
Faculty:	Gives input into school plan design through department chairperson to apply at Task Force meetings.

APPENDIX P

ASSOCIATES FOR RENEWAL IN EDUCATION, INC./1101 FIFTEENTH ST., N.W., SUITE LL-80/WASHINGTON, D.C. 20005/(202)331-1707

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The Advisory & Learning Exchange

The Young Washingtonians

Artist-In-Residence

Three Junior High Schools

Celebration in Learning '76

Parent Focus

The National Institute of Education is funding a research project this year in Management by Objectives for schools. Banneker has been invited to participate. The project's goals are to improve systematic planning in schools through the MBO process.

Because of the clear relationship between MBO skills and the skills necessary to carry out the CBC mandate, Banneker staff can benefit from the training sessions offered by the project.

On February 17, at 3:05 p.m., in Room 204, the first session will be held for the administrative team and the school planning committee at Banneker. An agenda for that session is attached. Also enclosed is a chart which attempts to structure some of the information already available at Banneker. Please try to complete the chart before the session on Thursday.

The successful management of Banneker Junior High School requires input from not only the administrative team, but also from department chairpersons and other representatives from the staff and community.

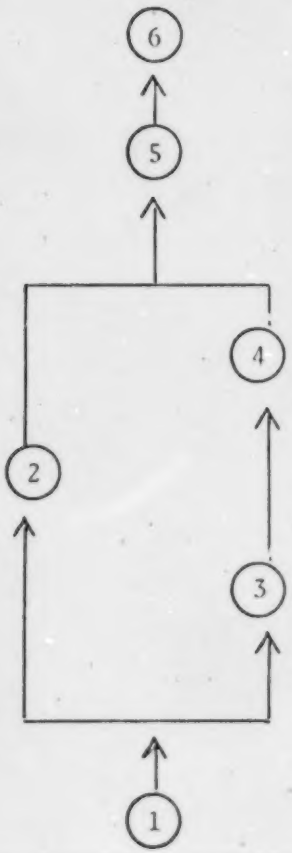
I will look forward to meeting you on February 10, and working with you.

Sincerely,

Judy Uhle Aaronson

Judy Uhle Aaronson
Project Director
Junior High School Project

W. Ashby Birchette III
Principal
Banneker Junior High School



OBJECTIVES

It is expected that you will be able to perform each of the following as we move through the session.

1. Describe the major characteristics of an MBO plan

2. Given a list of statements, differentiate between philosophy and goals.

3. Given a list of statements, identify those which have all the characteristics of an objective and those which do not.

4. Given a list of objectives, distinguish between those which are management objectives and those which are instructional objectives

5. Using the Banneker Operational Manual, integrate the school philosophy, goals and objectives into a MBO plan which shows school-wide philosophy, goals and objectives in a relationship.

6. In discussion with the group, differentiate between agreement with and commitment to goals.

APPENDIX Q

ADMINISTRATIVE TEAM -- DOUGLASS JUNIOR HIGH SCHOOL

Administrative Team Philosophy

Douglass Junior High School should be a place where everyone works together for the success of the child. Douglass Junior High School should be a center for quality education. It should offer new experiences to adolescents; it should provide opportunities for students to learn and to achieve, while attempting to meet their needs and interests. Douglass Junior High School should be a place where students can find help in coping with life's situations and learn how to become more productive citizens.

Administrative Team Goals

Goal No. 1: to create an atmosphere conducive to learning in the building;

Goal No. 2: to seek cooperation and support from the community in order to reinforce and enhance the learning process;

Goal No. 3: to support and encourage participation in the extra-curricular program;

Goal No. 4: to project an effective professional image to the staff, students, and community. (This includes increasing team knowledge of the language and skills of CBC and providing support to staff.)

Administrative Team Objectives

Target Objective No. 1: By the end of the orientation week in September 1977, the administrative team will have informed the staff of all rules regarding the movement of students throughout the school.

Target Objective No. 2: By the end of the first marking period, the administrative team will have evaluated the effectiveness of the staff in implementing the rules regarding the movement of students throughout the school.

Target Objective No. 3: By the end of the orientation week in September, the administrative team will have informed the staff of the procedures for handling student discipline, academic and adjustment problems.

Target Objective No. 4: _____

PERFORMANCE EXPECTATION FOR ADMINISTRATIVE
TEAM MEMBERS AT DOUGLASS JHS

MANAGERIAL SKILLS

1. In the absence of the principal, any administrative team member is expected to be able to assume the full responsibility of building operations.

2. Administrative team members are expected to spend their time efficiently on the performance expectations listed.

3. Administrative team members should be familiar with the administrative team philosophy, goals and objectives.

4. Parents expect that students will be properly supervised at all extra curricular activities.

5. Parents, teachers and students expect that the building be safe and secure for effective instruction.

6. Students expect to eat in a cafeteria which is well managed--orderly and clean.

CONSULTATION WITH STUDENTS AND CONTACT WITH PARENTS

1. The principal and teachers expect administrative team members to follow the established procedures for handling student discipline, adjustment and/or academic problems.*

2. Administrative team members are expected to be familiar with the academic standing, peer relationships, social setting and economic situation of students who are referred to them for disciplinary, academic or adjustment problems.

3. The principal expects administrative team members to develop mechanisms for positive parent contacts.

4. Students and parents should be treated with courtesy.

INTRA-STAFF RELATIONS

1. Administrative team members are expected to work together as a team, to engage in open communication and to support each other in the accomplishment of team goals.

2. All staff expect to be treated with professional courtesy and respect.

3. The principal expects administrative team members to be clear, factually correct and concise in communications with staff.

INSERVICE GROWTH

1. Administrative team members are encouraged to participate in professional organizations, workshops and courses.

INSTRUCTIONAL DEVELOPMENT

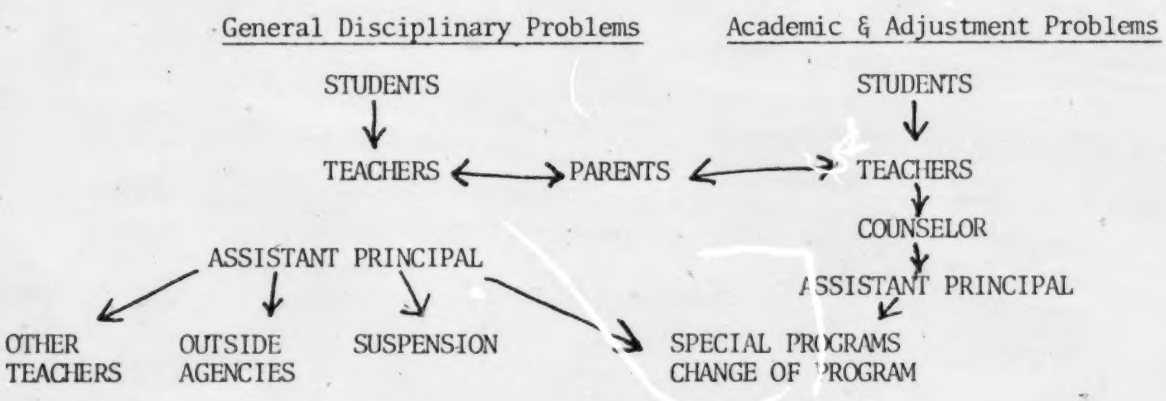
1. The principal expects the administrative team to assist with instructional development which includes observation of teachers in class and follow-up support of teachers where necessary.

COMMUNITY-PUBLIC RELATIONS

1. The principal expects the administrative team to be aware of and use community organizations and resources which can provide services to the school and the students.

2. Administrative team members are expected to maintain a positive image for the school in all dealings with the community.

* Established procedures:



TASK CHECK LIST FOR ASSISTANT PRINCIPALS

DOUGLASS JUNIOR HIGH SCHOOL

NAME _____ DATE _____

GRADE LEVEL RESPONSIBILITY _____

LOCATION RESPONSIBILITY (EXCEPT LUNCH PERIODS) _____

	GRADE LEVEL TASKS:
	Chair grade level assembly once an advisory.
	Meet with level section teachers once an advisory.
	Meet with grade level parents once per semester.
	For ninth grade: take overall management responsibilities for senior class activities working with class sponsors (promotion, prom, awards, and class trip).
	Assist any grade level assemblies and extra curricular activities.
	DISCIPLINE TASKS:
	Process all discipline, adjustment and academic referrals from teachers in location area.
	Handle any discipline problems which demand immediate attention and process any involved males.
	For immediate action problems involving female students, report incident and names of students to assistant principal in charge of females for processing.
	Supervise detention hall during _____ and keep records.*
	Report names of chronic offenders to all members of administrative team.
	LOCATION TASKS:
	Manage cafeteria on grade level lunch periods.
	Assist in cafeteria/playground supervision on assigned lunch period.
	Be available at location. Responsibility to teachers, students, and parents on all other periods except lunch periods.

TASKS RELATED TO OTHER STAFF:

	Observe _____ teacher per semester using standard observation form.
	Write reports of teacher observations within twenty-four hours, with copies to principal-teacher files.
	Hold conferences with requesting teachers in regard to observations before 8:45am or after 3:15pm.
	Call substitute teachers during months: _____
	Attend bi-monthly administrative team meetings.
	COMMITTEE AND SPONSORING TASKS:
	Sponsor: _____
	Chair: _____
	EXTRA CURRICULAR TASKS:
	Supervise athletic events.

* Who is referred, who shows, referral back to originating teacher on how handled.

APPENDIX R

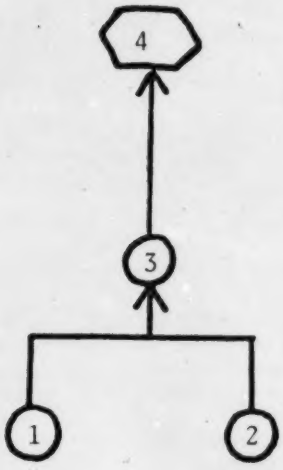
EXTERNAL IMPACT

MANAGERS AND C.B.C.

D.C. PUBLIC SCHOOLS JUNE 23 & 30, 1977

CONDUCTED BY: Judy Aaronson, Director for a National Institute of Education funded Project on School Management.

NETWORK



OBJECTIVES

By the conclusion of the session, you will be able to:

1. Differentiate between management and instructional roles in a school.
2. Site the differences and similarities between a management system of checks and balances and an instructional system of checks and balances.
3. Distinguish between management objectives and instructional objectives.
4. Describe implications of the use of MBO to support CBC in the schools.

RESOURCES

Cook, J. Marvin. Management By Objectives - A Workshop Guide For Developing Program Objectives. Columbia, Maryland: Advance Educational Press, 1973.

Management By Objectives and Results - A Guidebook For Today's School Executive. Arlington, Virginia: American Association of School Administrators, 1973.

Redfern, George B. How To Evaluate Teaching - A Performance Objectives Approach. Westerville, Ohio: School Management Institute, 1972.

Spillane, Robert R. "Management By Objectives (or) I'll Try To Find Time To Observe More Teachers Next Year". Phi Delta Kappan. April, 1977, pp. 624-626.

APPENDIX S

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
FRANCIS JUNIOR HIGH SCHOOL
TWENTY-FOURTH AND N STREETS NW.
WASHINGTON, D. C. 20037

OFFICE OF THE PRINCIPAL

July 20, 1977

Memorandum to: Mrs. Judy Aaronson
Advisory and Learning Exchange

From: Gary I. Geiger
Principal, Francis Junior High School

Subject: End of Project Survey

Phase I.: September, 1974 - March, 1976

Every workshop we attended was equally useful during Phase I. The total immersion into management theories and practices gave the administrative team at Francis new prospectives in systematic planning.

Individuals who were very good in their presentations were:

John Prowell--Management Practices
Kenneth Blanchard--Life Style Theory
John Johnson--Introduction of School Without Failures
Irvin Gordy--Problem Solving Skills

Phase II.: March, 1976 - June 1977

The most outstanding contribution made during this period was our exposure to Dr. J. Marvin Cook and his class concerning MBO and its relationship to CBC. In addition, the work provided by Judy Aaronson concerning the school action plan and her work with the teachers in follow-up and keeping us on track has demonstrated a constant internal need for these kind of services.

Impact

a. - b. The impact has been considerable. The overall goals were to put in place a mechanism which would allow us to deal with our problems without outside intervention. I feel the

administrative staff has acquired the skills necessary for being able to set goals, plan for their implementation, and carry them through. Specifically, we have learned how to write goals, set objectives phrased in behavioral terms, do force field analyses where the helping and hindering forces are listed and devise action plans which account for the effects of hindering forces, assign responsibilities and deadlines, and evaluate progress made toward meeting goals based on consideration of objectives.

c. The school has improved in the areas of teaching, student behavior and achievement as measured by fewer suspensions and fewer student failures.

d. The staff of Francis has become increasingly committed to the school goals and are more willing to become involved in the planning, execution and evaluation. This phenomenon has had the net effect of lessening the burden on the administrative team. Many of the tasks that once were performed by the administration have been picked up by various members of the staff.

Gary I. Geiger

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
FRANCIS JUNIOR HIGH SCHOOL
TWENTY-FOURTH AND N STREETS NW.
WASHINGTON, D. C. 20037

OFFICE OF THE PRINCIPAL

July 21, 1977

Memorandum to: Mrs. Judy Aaronson
Advisory and Learning Exchange

From: Mrs. Delores E. Burnett
Assistant Principal, Francis Junior High School

Subject: End of Year Survey

In reviewing the M. B. O. project as it has operated at Francis Junior High School over the past three years, I feel that it has extended our base of decision-making and has helped develop valuable mechanisms for problem solving, thus putting us in an excellent position to deal with the C. B. C. thrust which is now the paramount concept in D. C. public schools.

The workshops, programs, consultants and courses have all been instrumental in equipping the administrative team and faculty with skills which allowed us to succeed in the process.

In Phase I, the principals participated in workshops and activities where we acquired new and exciting skills:

- Problem solving strategies. In these sessions, Mr. John Prowell shared with us some exciting ways of looking at our school and at ourselves.

- Diagnosis of interpersonal relationships including transactional analysis. These sessions led by Mr. Prowell were informative, helpful and enjoyable.

Realizing that management of schools is not lim 'ed to activities of the administrative team, teachers who are involved in daily management activities participated in workshops with the administrative team in gaining skills in:

- Effective leadership in schools. In this intensive workshop led by Dr. Ken Blanchard, we looked at and thought about:

    - Appropriate leader behavior
    - Life cycle theory of leadership
    - Process of decision-making
    - Task maturity of groups

In a summer workshop in 1975 with Dr. Irvin Gordy, the Francis team learned skills relevant to problem solving and had an opportunity to apply those skills directly to areas which we had isolated as "problem areas" at Francis.

Throughout Phase I, Cathy Camp was a driving force, a mediator. She kept up the momentum forcing us to follow suit. I felt that she had a very personal interest in our problems and a real desire to help us acquire the skills for solving them. She not only provided us with valuable information but gave us the support we needed.

Judy Aaronson came aboard during Phase II of the project. I believe her impact on the staff had more to do with its growth than any other single factor. During this time the Francis team was exposed to Dr. J. Marvin Cook who along with Judy conducted three class sessions of approximately twenty Francis teachers and administrators concerning "M. B. O. and the Classroom Teacher". The close relationship of M. B. O. and C. B. C. was emphasized. Judy continued to work closely with teachers in follow-up sessions regarding the school action plan.

As an administrator and planner, I feel more secure in my ability to communicate with the staff and administrative team on problem solving techniques. I know that tasks can be more expeditiously accomplished with systematic planning. A philosophy must be established, goals set, objectives defined, and strategies developed. We are able to diagnose forces that help and hinder movement toward a goal and develop an action plan or design strategies for change. Finalizing an action plan calls the entire team to action. It is this total involvement that is the administrator's dream.

The administrative team and the teachers at Francis share a common data base. As valuable as the skills in systematic planning was what I learned about people and the overall effect that involvement in decision-making and planning has on the success of the school. Teachers feel that goals, objectives and strategies are not imposed upon them but that all who are concerned with the attainment of objectives must define them. I believe the administrative team and the teachers at Francis have developed a greater sense of respect for one another and the role that each plays in the improvement of the instructional program.

The school is functioning in a more positive way because of the responsibility that has been assumed by the teachers with their added skills. Time is well-spent because several committees are now accomplishing many tasks in the time it would take the entire faculty to accomplish one. We all now have the skills to do this.

I feel that my relationship with the staff is moving in a more positive direction because they have a feeling of involvement and seem to realize that neither of us can really function properly without the other. I believe they view me as a member of the team who happens to be in a leadership role. I have a good feeling about our relationship which has been enhanced by our exposure to M. B. O.

In summation, Francis is a much richer educational institution because of the process of Systematic Planning. We can measure its value each day as we observe the staff who share with the administrative team a common base which is necessary if group decision-making is to be effective. Thanks to this training, Francis now has the necessary skills to deal with its problems.

During this summer, we plan to extend this base by passing on some of the skills we have gained to other principals and assistant principals with the hope that such information will assist them in more effective planning.

Delores E. Burnett

(Mrs.) Delores E. Burnett

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DUNBAR HIGH SCHOOL
FIRST AND N STREETS NW.
WASHINGTON, D.C. 20001

August 30, 1977

Memorandum to: Ms. Judy Aaronson
Associates for Renewal in Education

From: Dr. Thomas Harper
Acting Principal, Dunbar High School

Subject: End of the 3JHS Project Survey

The principal who is responsible for the administration, management, supervision, programming and curriculum of a school is in constant search of resources to help him improve his performance. As principal at Hart Junior High School, I found such help through the Three Junior High School Project. This project enabled me to further sharpen my skills.

Phase I

The Management by Objectives workshop conducted by Paul Hersey of the University of Massachusetts was very helpful in forming a basic language among the administrative team at Hart. The workshop highlighting the Transactional Analysis process enabled the team to gain further insight about themselves, other members of the team and the TA process itself. It is my belief that the entire team grew as a result of this exposure, and perhaps our level of efficiency was raised. The teaching staff at Hart had a number of significant experiences through the various programs, workshops, consultants and course offerings provided through the project.

Phases II and III

The high point of Phase II and III was the creation and development of the Hart Advisory Task Force. With active participation on the part of teachers, parents and administrators a school-wide plan was created. The training provided to the Task Force in MBO language and skills gave the members a common denominator for planning, implementation and evaluation. The surveys of staff at Hart provided the principal with input on the success of the programs and aided future planning. The course offered to all staff in Teaching Reading ("Developing Reading Objectives and Learning Activities") helped emphasize the primary goal of the school year--raising student reading scores.

In summation, the entire project definitely improved my planning skills. The project had an indirect impact on staff for the simple reason, we did not focus on every member of the staff. However, time was spent with the administrative team and the department chairpersons and local board members. This involvement brought about a better understanding as to what our roles and goals were.

The functioning of the school appeared to take on a definite educational course as opposed to a reactionary or "everybody does his own thing" posture with little or no accountability.

My relationship with the majority of my staff apparently was very positive due partly to my improved management skills and my ability to motivate and inspire those around me. Improved Management Skills certainly did enhance this ability through better decision making and more participation by those concerned. A strong staff needs a strong leader, and strong leaders need strong followers. This project supported the above, by having a common language, a general understanding of roles, and a singleness of purpose.

Thomas Harper
Principal
Hart Junior High